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ABSTRACT

One of the basic principles of the Language Development Approach is that students must learn the language necessary to understand, talk, and write about all subject areas in order to succeed in school. This book contains information about teaching primary school science in the Northwest Territories with lessons that emphasize language. The goals of the unit are to (1) develop student language proficiency; (2) provide opportunities for students to use language in many different situations and for many different purposes; (3) develop student listening, speaking, reading, writing, and thinking skills including the science process skills; and (4) expand student knowledge of the science concepts related to bears. Following a section on resources (background information on bears, resources included with this unit--various pictures of bears, and related English materials--magazines, lists of children's books about bears, teacher's resources, films, etc.), lesson plans on seven topics (populations, appearance and behavior, habitat of bears, food, bear families, bears and people, and other bears) are presented. Activity ideas for science/social studies, mathematics, language arts, music/poems/stories, art, physical education/movement, and special activities are suggested. Each lesson plan contains the following segments--exercises or activities: English vocabulary, English sentence patterns, English language concepts, special materials required, concept development/language exposure, language practice, and application. Poems, songs, and stories on this subject conclude the guide. The lessons are appropriate for students whose first language is English as well as for students who are learning English as a second language. (CW/PR)

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BEARS

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Bears

A Language Development Unit for Science
Life and the Environment
Populations

Grade One

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SCHOOL PROGRAMS
DEPARTMENT OF EDUCATION
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FOREWORD

Parents, educators, and students themselves all recognize the importance of language in the school curriculum. In order to have appropriate language programming, students need to have their experiences, skills, knowledge, and particularly, the language they bring to school identified and used as the basis for the program. Language programs should begin with and build upon these strengths. Where a child is dominant in a language other than English, he should be taught in that language. In many communities in the N.W.T., that means that the language of instruction should be Inuktitut or one of the Dene languages. Students in these communities need to gradually learn English as a second language. In instances where students speak a dialect of English upon school entry, the school's role is to respect and make use of the language the students bring. The school program should also help those students extend their English proficiency by learning the language used in varied communication situations and the language necessary for success with the academic curriculum. The aim of language instruction, where applicable, and where possible, is to produce bilingual students.

Successful bilingual education requires good teaching in both languages. For many years northern educators have wrestled with the difficulties of teaching English with inappropriate commercial materials from the south. Teachers have been requesting assistance with how to most efficiently and effectively teach English as a second language/dialect. The Department of Education has determined that the Language Development Approach is the most suitable way to meet the needs of ESL/D students. The Department has developed these units for teachers to use in their classrooms. The Department therefore expects teachers to implement these units unless they can identify and justify to their Superintendent something more appropriate for their students.

E J Duggan

Ed Duggan
Assistant Deputy Minister
School Programs

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LANGUAGE DEVELOPMENT/SCIENCE UNITS

SCIENCE THEME	GRADE/YEAR		
	1	2	3
LIFE AND THE ENVIRONMENT*	- - - - - - - - - LIVING/NON-LIVING THINGS - - - - - - - - -		
	Arctic/Sub-Arctic Land Animals	Birds	Marine Mammals (Whales)
	- - - - - - - - - - - - - PLANTS - - - - - - - - - - - - -		
	- - - - - - - - - - - - POPULATIONS - - - - - - - - - - - -		
	Bears/ Polar Bears	Dinosaurs	Fish
MATTER AND ENERGY	Popcorn	Magnets	Water
	- - - - - - - ENERGY and ENERGY CONSERVATION - - - - - - -		
EARTH, SPACE AND TIME **	- - - - - - - - - - SUN, MOON AND SHADOWS - - - - - - - - -		
	- - - - - - - - - - AIR AND AIR PRESSURE - - - - - - - - - -		

* Other animals are covered under Social Studies topics: Fall, Winter and Spring.

Moose/Caribou
Beaver/Muskrat
Rabbits
Seals
Other fur-bearing animals

** Weather will be covered in a Science/Social Studies/Math unit.

Topic A - Populations

1. What is a population?
   - a group of organisms of the same kind living in a particular environment
   - black bears are an example of a population

Topic D - Food

1. What foods do black bears eat?
2. How do black bears get their food?
3. What do young black bears eat?

Topic F - People and Bears

1. How do people use bears?
   - food
   - clothing
   - tourism
2. How are bears harmful/helpful to people?
   - safety - economic benefits
3. How can people help bears?
   - game regulations
   - scientific studies
   - care of the environment
4. What is the role of the bear in the culture.

GENERAL CONCEPTS

BEARS

Topic B - Appearance and Behaviour

1. What do black bears look like?
   - size, shape, colour, body covering, body parts.
2. What sounds do black bears make?
3. What do black bear tracks/droppings look like?
4. How do black bears move? - on land
   - in water

Topic C - Where Bears Live

1. Where do you find black bears?
2. What does a black bear's home look like?
3. How are the black bear's appearance and behaviour suited to his environment?

Topic E - Bear Families

1. What do you call male, female and young bears?
2. When/where are black bears born?
3. What do the young black bears look like?
4. How are the young black bears cared for by their mothers?

Topic G - Other Bears

1. What other kinds of bears are there?

   a) Real - polar bears, brown bears, grizzly bears.
   b) Imaginary - teddy bears, Winnie the Pooh, Goldilocks and the Three Bears, legendary bears, etc.

How does the topic Bears relate to the science program?

The Elementary Science Program (1-3 and 4-6, 1985) contains several themes which include concepts related to animals. The following chart shows how the topics outlined on the General Concepts/Unit Overview sheet (see Table of Contents for page number) and the lessons in this unit relate to the concepts suggested in the program guide.

Curriculum Guide	Unit
1.1 **Living and Non-living Objects**	Topic D - Food Lessons: Bear Food The Very Hungry Black Bear
1. Objects are living or non-living based on the following characteristics: - need/don't need food and water - grow/don't grow - reproduce/don't reproduce - die/don't die	Topic E - Bear Families Lessons: Black Bear Families Three Little Bears
2.1 **Properties of Living Objects**	
2. Living things can be classified according to properties.	Topic G - Other Bears Lesson: Types of Bears Lesson: Bozo Bear
5. Animals live in many different habitats within an environment.	Topic C - Where Bears Live Lesson: Do You Know Where I Live?
6. Some animals reproduce young which resemble their parents.	Topic E - Bear Families Lessons: Black Bear Families Three Little Bears
7. Plants move in response to stimuli whereas animals have locomotion.	Topic E - Bear Families Lessons: Black Bear Families Three Little Bears
3.1 **Populations**	
1. The term "population describes a group of organisms of the same kind in a particular environment.	Topic A - Populations Lesson: Populations
2. The place of a population is its habitat.	Topic C - Where Bears Live Lesson: Do You Know Where I Live?

4. The existence and behaviour of living organisms affects the well-being of mankind and/or of the overall community life and vice versa.	Topic F - People and Bears Lessons: Bear Safety
4.1 **Adaptation to the Environment**	
2. A structural adaptation may help an organism to survive.	Topic B - Appearance and Behaviour Lessons: A Black Bear Because I'm A Bear
8. Organisms have structural adaptations to their environment.	Old Bear Snores in His Den

Using the topic Bears as an organizing theme, this unit thus translates the concepts from the program guide into a set of teaching lessons. As you can see from the chart that outlines all the Science units for grades one through three, other units cover additional aspects of the concepts related to living objects and populations.

What part of my program is this unit?

One of the basic principles of the Language Development Approach is that students must learn the language necessary to understand, talk and write about all subject areas in order to succeed in school. Most of the material in the "Bears" unit is related primarily to Science; it is therefore part of your Science program. It also contains lessons which emphasize language and concepts from other subject areas. At the beginning of each lesson is a statement which indicates which subject area that lesson emphasizes.

What are the goals of this unit?

The goals of this unit include:

- developing students' language proficiency. The purpose is to increase their storehouse of language items and meanings (vocabulary) and to build their intuitive knowledge of structures (sentence patterns). The intent is not to have students study how the language works or to analyze it.
- providing opportunities for students to use language in many different situations and for many different purposes.

- developing students' listening, speaking, reading, writing, and thinking skills. The thinking skills developed include the scientific process skills described in the science program guide.

- expanding students' knowledge of the science concepts related to the "Bears" topic.

What grade level is this unit?

Schools throughout the N.W.T. have different ways of organizing students into classes. There are classrooms which consist of only one grade, while others combine two or even three grades. Small schools sometimes have to put primary and intermediate students together. Regardless of the grade level(s), students in each class will have a variety of levels of proficiency in English.

It is difficult to present a unit which teachers can use easily in all these different situations. The chart which outlines Science topics for grades one to three lists this unit under Grade One. You will find, however, that the unit contains a variety of language items, sentence patterns and activity ideas. Some of the concepts and some of the language activities in the lessons are more suitable for older students. This was done to accommodate the range of abilities which exist even in classes which are supposed to be one grade level and also for those teachers who have multi-grade classrooms and want to teach the same unit to the whole class.

What else do I need to know before I teach this unit?

It is important to understand the Language Development Approach which forms the basis of this unit and the Language Development Framework which forms the structure of each lesson. Please read the explanation of them which follows this section. It introduces the parts of each lesson and explains their purpose. Once you have read the description several times and taught a few lessons you probably will not have to read it for every unit.

How long should I spend on this unit?

The length of time you spend on each lesson and on the unit as a whole will depend in part upon what your students already know about the concept/topic

and how interested they are in it. As with any unit you teach, however, the success of this unit will depend largely upon your interest in and enthusiasm about the topic. If you make the lessons stimulating to students, they will want to spend more time studying the topic.

In general, it is more important to cover a few concepts well and ensure that students incorporate the language items for those concepts into their language repertoires than to cover everything in the unit. If students begin to lose interest in the topic, wind up what you are doing and start a new unit.

Which lessons do I teach?

This unit includes a number of lessons. As the person who knows your students and their needs best, you must decide which lessons are appropriate for your students and which are not. You may decide not to teach certain lessons because:

- students are not interested in that aspect of the topic
- students already know the language covered
- the language is too difficult or is not appropriate
- the concepts are too difficult or are not appropriate

The initial assessment activity will help you identify which concepts and vocabulary students already know and therefore which lessons you can skip and which are more appropriate for you to teach. You might also want to check the students' cumulative files and/or discuss with other teachers which topics students have already covered. It is important to keep a record of which lessons you teach so that other teachers will not repeat that material in future years.

In what order should I teach the lessons?

You can teach the lessons in the order in which they appear in the unit or you can teach them in any order you think is appropriate for your students. Generally, the Science or Social Studies lesson for a topic should precede (or be taught at the same time as) the Language Arts lesson for that topic. The Language Arts lesson uses poetry or literature to reinforce the concepts taught during Science/Social Studies.

How do I adjust these lessons to meet the particular needs of my students?

The lessons in this unit are **SAMPLE lessons.** They may be used in classrooms where English is the first language of students (and they are very proficient), where students speak a dialect of English, or where English is a second language for students who come to school proficient in a native language. Because of this diversity of linguistic situations it is difficult to design lessons which are equally appropriate in every classroom. These lessons provide an example of the kind of language and activities which are appropriate to teach the concepts related to the topic. You may be able to teach them exactly as they appear here. If you feel some aspect of a lesson is not appropriate for your students however, feel free to adapt it to meet their needs. You may wish to use some of the activity ideas to make up lessons of your own and use them instead of the ones included. Some of the most common ways in which you might need to adjust the lessons include changing the:

a) amount or type of vocabulary and/or sentence patterns in a lesson. During the initial assessment activity you may find that students have/don't have particular vocabulary items or sentence patterns. You may need to make the language in each lesson simpler or more difficult, depending upon your students' proficiency. You may want to introduce fewer or more vocabulary items or sentence patterns. Students who are more proficient need to concentrate on vocabulary; you may want to omit all sentence patterns for them.

b) number of listening and speaking activities. Students who speak little or no English or who are not familiar with a topic require extensive aural/oral practice. This is particularly true of grade one ESL students. You may want to delete reading and writing activities altogether for such students and substitute more listening and speaking activities. Students who are having difficulty speaking need more listening practice so you may want to increase the emphasis on listening. Students who are more proficient do not need as much listening and speaking practice; they can do more reading and writing activities.

c) kinds of activities suggested for listening, speaking, reading, and writing. Your students' ages, interests, abilities, needs, and language proficiency influence the kinds of activities you choose for them. Students with limited proficiency require more controlled Language Practice activities. Students who are more proficient can handle more open-ended activities. Your preferred teaching style and the materials and equipment available to you also affect your planning. You may want to change some of the activities to make them more suitable for your students. You may have to change others because you do not have the necessary resources.

d) sequence of activities suggested. Each lesson you teach should contain all three phases of the Language Development Framework: Concept Development/Language Exposure, Language Practice, and Application. You may want to alter the sequence in which you do the activities <u>within</u> each phase. This is particularly true if you have older students who are more proficient in reading and writing. You may have to combine some of those activities with listening and speaking to keep them interested and involved. (This is not as likely for primary students; they require simple physical actions to help focus their attention and energy during listening and speaking activities.)

e) content used to teach the concept in each lesson. These units have been developed for use throughout the N.W.T., in various cultural and linguistic situations. It is difficult, therefore, to be as culturally specific in the lessons as desirable. As you plan your lessons, you must be as sensitive as possible to the cultural values, experiences, and lifestyles of your students. Please try to make the lessons as relevant to your community and your students as possible. If you think anything might be offensive to parents or students in your community please omit it or substitute more appropriate content. LEA members, classroom assistants, and parents can provide suitable alternatives. If you are teaching any of the lessons in a native language, you probably will need to change much of the specific content in those lessons.

f) language in which you teach the lesson. If you teach in a classroom in which a native language is the language of instruction and English is

taught as a second language you will want to teach some of the lessons in each language. For students who are just learning to speak English, the language in some of the lessons is too difficult. Teach those lessons in the native language. In such situations, consider teaching the lessons as follows:

NATIVE LANGUAGE (during Science)	ENGLISH (during ESL)
Black Bear Food	A Black Bear
Black Bear Families	Because I'm A Bear
Bear Safety	Mr. Bear and Mr. Wolf
Types of Bears	The Bear Went Over the Mountain
	Old Bear Snores in His Den
(during Social Studies)	Do You Know Where I Live?
	The Very Hungry Black Bear
How is the bear seen from a cultural point of view? Does it have any special qualities, characteristics?	Three Little Bears
	Go Home
	Bozo Bear

If you teach in a classroom in which English is the language of instruction you will teach all of the lessons in English. In such situations, you might teach some lessons during your Science and Social Studies periods and others during your Language Arts periods. If your students are not very proficient in English you may want to omit some lessons altogether. For example:

Science/Social Studies	Language Arts
Black Bear Food	A Black Bear
Black Bear Families	Because I'm A Bear
Bear Safety	Mr. Bear and Mr. Wolf
Types of Bears	The Bear Went Over the Mountain
	Old Bear Snores in His Den
	Do You Know Where I Live?
	The Very Hungry Black Bear
	Three Little Bears
	Go Home
	Bozo Bear

How do I group students?

If you want to teach one lesson to the whole class, you can probably do Concept Development activities with everyone in most instances. They have been designed to be done with all students. Then you can group students for Language Practice activities according to their needs and abilities. Students who require listening and speaking practice can work with the teacher, a

classroom assistant, a tape recorder, or a language master while other students do related reading and writing activities. In this way you can work with the whole class on the same lesson, but students can perform at their own individual skill levels.

Sometimes you may want to group students and teach each group a different lesson. You could organize these groups in two ways:

1) include students with different levels of proficiency in each group. The students who are more proficient serve as models for less proficient students. Teach each group a lesson from a different topic;

   e.g., group A: The Bear Went Over the Mountain
   group B: Do You Know Where I Live?

   and have students share their work with each other.

2) include students with similar proficiency levels in each group. Teach each group a lesson using material at their proficiency level:

   e.g., group A: Go Home
   group B: Three Little Bears
   group C: The Very Hungry Black Bear

What kind of preparation do I need to do before teaching a lesson?

First of all, you should read over the lesson so that you are familiar with it and with the materials you require to teach the lesson.

Secondly, you should make sure you have all your materials ready, even if it means delaying the introduction of a unit or lesson for several days. This includes whatever resources you require for the Concept Development activities, as well as Language Practice materials: vocabulary cards, pictures, sentence strips, etc.

Initially it may seem as if there is a lot of preparation for each lesson, but one lesson may take several days to teach and most lessons use the same

materials over and over again in different ways. Students in small groups use many of the materials from Concept Development activities during Language Practice. If you work in a school where more than one teacher is using the units, perhaps you can share the preparation work required. Older students often enjoy making things like sentence strips after school as well. Once you have made the materials for one lesson, be sure to save them for another teacher or another year! Plastic envelopes have been provided to help you keep all the materials for one unit together.

Many illustrations that you need for the lessons have been included. Please note however, that the illustrations in the accompanying envelope are Masters. Please use them only to make your own copies. (You may have to adjust the size of some to make stencils or other resource materials.) When you are finished with the unit, please sequence the Masters and return them to the envelope so that other teachers will be able to find all the materials easily.

How do I schedule a lesson on my timetable?

Because the lessons emphasize language related to different subject areas, you may want to teach them during various subject periods. This means you may be working on two or three lessons at the same time, each during a different subject. Since the lessons all focus on the same theme, language and concepts emphasized during one period will reinforce those learned during another. It also means that you would be combining the normal times allocated each week for Science and Social Studies to teach this Science unit for three weeks or a month. You would then switch to a Social Studies unit for several weeks using both time periods.

As you plan, keep in mind that one lesson is not necessarily equivalent to one day's work. You will require several days to cover most lessons. You need this amount of time to make certain students internalize new language items. The chart below shows how you might teach "Black Bear Food" during your Science period over a week.

Note that the Concept Development activities are spread over several days. This helps reinforce both concepts and language and gives students who miss

one day's lesson other opportunities to be exposed to the material. Note also that listening and speaking activities precede reading and writing so that students are very familiar with the language orally/aurally before they work with it in print.

Key

CD/LE = Concept Development/Language Exposure
LP = Language Practice
APP = Communicative Application
(L) = Listening activity
(S) = Speaking activity
(R) = Reading activity
(W) = Writing activity

"BLACK BEAR FOOD"

	Monday	Tuesday	Wednesday	Thursday	Friday
Concept Development	#1 #2a		#2b		
Language Practice	#1 (L)	#2 (L) #3 (L) #4a (L/S) #4b (S)	#4c (S) #5 (S/R) #6a (S/R) #7 (R) **or** #8 (R)	#6b (S/R) #6c (R/W) #9 (R/W) **or** 10 (R/W)	
Application					#1 or #2

"THE VERY HUNGRY BEAR"

	Monday	Tuesday	Wednesday	Thursday	Friday
Concept Development	#1 #2 #3		#4	#5	
Language Practice	#1 (L) #2 (L)	#3 (L) #4 (L/S)	#5 (L/S) #6 (L/S)	#7 (S/R) #8 (R) #9 (W)	#10 (R/W)
Application			#1 as free time activity	#2 in small groups	#3 as a class

How do I evaluate student progress in this unit?

Initial Assessment

The initial assessment activity (see page 34) which you do with the students before any of the lessons will help you determine which concepts and language students already know and which they need to learn.

Ongoing Assessment

It is important to continue assessing students' success in mastering language items, skills and concepts throughout the unit. Each phase of the framework provides opportunities for assessment. During the Concept Development/ Language Exposure activities you can informally assess students' understanding of new concepts through observation. Watch to see which students have difficulty matching new language items with the appropriate objects or meanings. It is important to ensure that all students understand new vocabulary and sentence patterns before starting Language Practice activities.

The nature of the Language Practice activities allows you to assess individual student performance of listening, speaking, reading, and writing skills. You can decide which activity to do next based on student performance in the previous activity. Those students who have difficulty with aural/oral activities require extensive practice before doing reading and writing.

The Application activities have been designed to give you an opportunity to determine how much of the language for that lesson students have learned. You can also determine whether students understand the language and concepts.

In addition to observing students during lesson activities, sometime during the course of the unit each student should have a personal conference with you to review work from various lessons. The one-to-one nature of this meeting allows you to determine more effectively:

1. specific weaknesses and strengths in listening, speaking, reading, writing skills,
2. comprehension of and proficiency using new language items,
3. topics and areas within a topic of particular interest to the student.

For the student this meeting serves as an important opportunity to articulate his thoughts and feelings about the topic, share his work with an interested adult, and identify future projects and directions in his work. You can use the conference to take an in-depth look at one piece of independent reading/writing, to teach skill lessons needed to support and encourage student efforts, and to determine appropriate activities for future lessons.

Final Assessment

The culminating activities provide further informal assessment opportunities. During these activities students use all the concepts, skills and language they have learned throughout the unit. In addition, you may want to use your own assessment techniques or instruments to determine what students have learned. There are examples of simple evaluation activities at the end of the unit.

What kind of records should I keep for this unit?

You will want to keep records for yourself of individual students' progress and mastery of skills, concepts and language. These records can be a combination of anecdotal notes based on observations, check lists, formal or informal tests, taped samples of students' speech and reading, and samples of written work.

Students should also be responsible for keeping records of what they have accomplished. They can keep lists (poems they have learned, stories they have read, books they have written), journals, and their own samples of speech, reading, and writing.

You will find more detailed information on evaluation and record keeping in the ESL/ESD Language Development Guidebook.

Finally, it is also important to keep a list for the next teacher of which units you have taught and which concepts have been covered in those units. Hopefully this will prevent those groans of "We did that last year," or even worse "We've done that every year since grade one!"

INTRODUCTION TO THE LANGUAGE DEVELOPMENT APPROACH

This unit consists of lessons which illustrate how to implement the Language Development Approach in the classroom. In order to use these lessons most effectively, it is important to be familiar with and understand:

a) the principles which form the basis of the approach, and
b) the methodological framework which provides the structure for the lessons and applies the principles to teaching practice.

The following is a brief explanation of the principles and the framework. For a more in-depth discussion of both, refer to the appropriate sections in the Language Development ESL/ESD guide.

PRINCIPLES

The Language Development Approach draws on elements of many approaches to teaching second languages and English language arts and integrates these to form a broad set of principles regarding language teaching. These principles include:

1. **Students need to have their experiences, skills, knowledge, and particularly, the language they bring to school identified and used as the basis for the school language program.** The program should begin with and build upon these strengths. Where a child is dominant in a language other than English, he should be taught in that language. In many communities in the N.W.T., that means that the language of instruction should be Inuktitut or one of the Dene languages. Such students should gradually learn English as a second language. In instances where students speak a dialect of English upon school entry, the school's role is to respect and make use of the language the students bring, and help them learn the English used in other communication situations and that is necessary to success with the curriculum. The aim of language instruction, where applicable, and where possible, is to create bilingual students.

2. **Students need to learn to articulate for themselves and to communicate their thoughts, feelings, needs, opinions, and intentions for a variety of purposes in many different communication contexts. They need to be able to understand, learn from and respond to the communication of others.** This involves being able to:

a) express and inquire about personal needs, desires, feelings
b) socialize
c) direct
*d) express and find out intellectual attitudes
*e) impart and seek factual information on past and present experiences
*f) reason logically
*g) predict
*h) project,
*i) imagine.

* Success in school depends largely upon the students' abilities to use language in these ways.

3. **ESL/ESD students need to spend more time learning to speak English than they do learning about English.** Until students have an extensive language repertoire, and can use language for a variety of purposes and in many different situations, they are not ready to analyze language. When students have developed an intuitive grasp of how English works, they can begin to study language concepts and how to apply them.

4. **Students need to learn language, but they also use language to learn.** Therefore, language should be taught across the curriculum. Whether students are learning a subject in their first language or in a second language, the development of each student's language skills is essential to achievement in the subject.

5. **Students need to learn language that is meaningful.** It is easiest to accomplish this when teaching language in a context. Therefore, all teachers, in all subject areas, must attend to concept development. Without adequate concept development, the language students learn is either vague or devoid of meaning.

6. **Students need to learn to develop their thinking skills and to engage in more abstract levels of thought as they mature.** They must learn the language that allows them to express their thinking about concepts.

Initially, they need to learn concrete vocabulary and functional sentence patterns as they learn to recall, match, sequence, classify, etc., during activities. Eventually they need to learn more abstract terms and more complex sentence patterns as they grow in their ability to think more abstractly: generalizing, analyzing, imagining, predicting, and evaluating.

7. **Students need to participate in language activities that integrate the language strands of listening, speaking, reading, and writing.** When these strands are taught in isolation from each other in the guise of subjects such as spelling, phonics, grammar, reading, etc., student learning becomes fragmented. Students have difficulty understanding the relationships among listening, speaking, reading, and writing and lose the benefit of one or more strands preparing for and/or reinforcing growth in another e.g., discussion and brainstorming which involve listening and speaking prepare students for writing. First and second language programs should therefore integrate listening, speaking, reading, and writing skills. Specific skills taught will vary with the proficiency level of the students. In the initial stages reading and writing activities should use only language students have internalized already through aural/oral work. Strong oral proficiency is a prerequisite to learning to read.

a) The successful reader relies on three language cue systems:

- grapho-phonemic
- semantic-associational
- syntactic

The ability to use the latter two systems is a function of oral language proficiency. The greater the oral proficiency or degree of internalized language of the student in either his first or second language, the more able he is to use the latter two systems. Reading instruction should not emphasize the use of the grapho-phonemic system to the exclusion of the semantic associational and syntactic systems.

b) The successful writer also relies on three cue systems. He must possess a meaning base on which to draw, a storehouse of vocabulary

representing the meaning base (semantic-associational), and an intuitive sense of how the English linguistic system works (syntactic). Mechanical skills (grapho-phonemic) are just the tools which enable students to communicate knowledge more effectively.

8. **Students need to learn "real" language and how to use it in the natural situations in which it is required.** They need opportunities which involve productive interaction with others to learn to use language effectively. They cannot learn language by themselves in isolation from others, or solely through paper and pencil exercises.

Program content, classroom organization, and teaching techniques used to develop concepts and language and skills should:

a) reflect all of the above, and
b) vary according to:

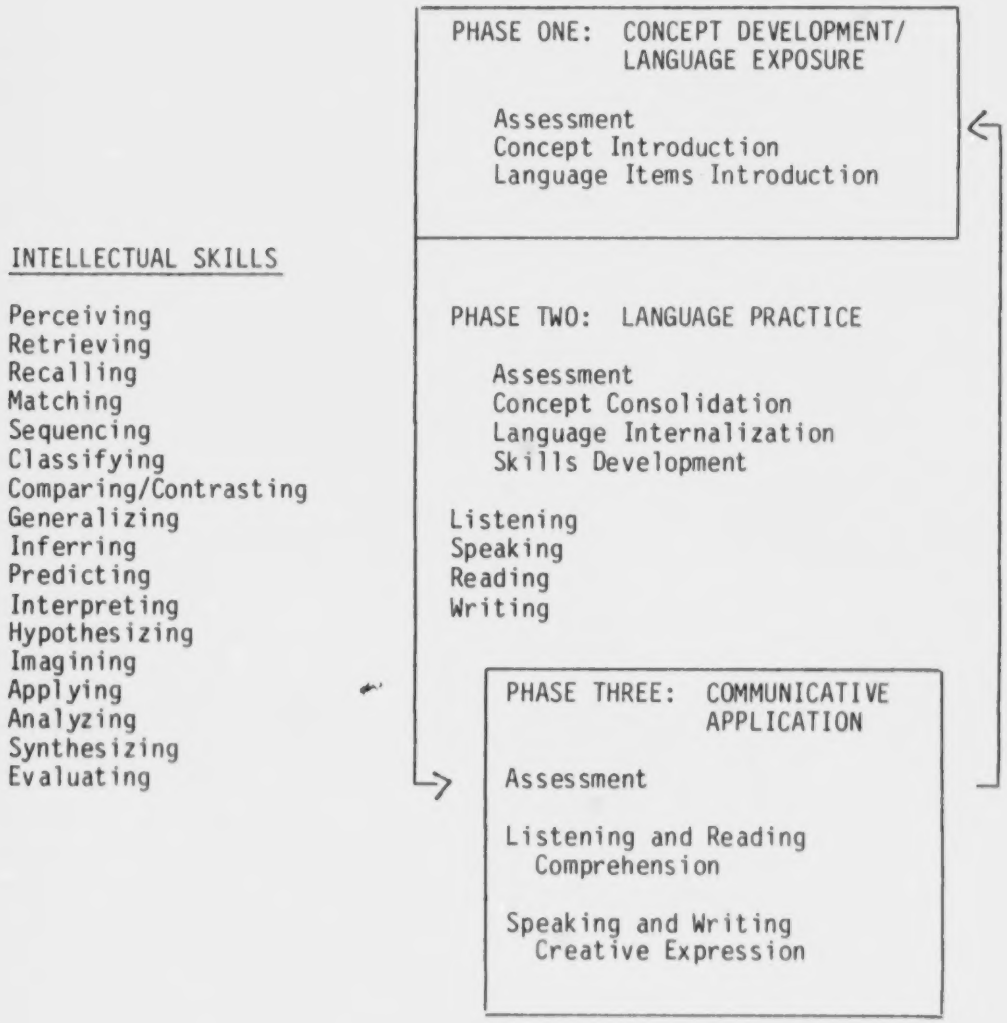
- the language proficiency of the students in the first and second language,
- cultural background (experiences, interests, and cognitive abilities),
- age/grade levels,
- type of topic,
- learning style of students,
- materials and equipment available,
- teaching style of teacher.

FRAMEWORK

The Language Development Approach uses the following framework to structure lessons involving language learning and conceptual development for all subject areas or for any topics of personal or cultural relevance and interest. The framework consists of three phases:

Phase One: Concept Development/Language Exposure
Phase Two: Language Practice
Phase Three: Communicative Application

LANGUAGE DEVELOPMENT FRAMEWORK
(Based on the work of Jim MacDiarmid
Adapted by B. Pugh and C. McGregor)



Phase One: Concept Development/Language Exposure

At the beginning of this phase, it is important to assess what conceptual and linguistic knowledge students already possess for a topic. This assessment establishes the appropriate starting point for instruction and helps determine which concepts, experiences, and language items to emphasize.

During this phase, students participate in meaningful activities or experiences through which they learn new concepts related to the topic of study. As much as possible, these activities should involve direct, firsthand, active learning with concrete materials. Where necessary, i.e., a unit on space, indirect or analogous experiences (films, filmstrips) allow students to move beyond the confines of the immediate classroom to explore concepts associated with other times and places. These activities and experiences help students build bridges between what they already know and new concepts.

While they carry out the concept development activities, students hear and use the new language items that express the concepts. They learn to associate new vocabulary with the relevant objects or actions and to express the relationships among concepts with appropriate sentence patterns. It is essential that students learn the meaning of all new language items during this part of the lesson.

You may choose to use the students' native language during this phase when students have little or no English. You can conduct the assessment tasks in their first language to determine the extent of their conceptual knowledge. If the concepts are familiar, concentrate in ESL classes on teaching the related English language items. If the concepts are new, teach them to students in their first language and then introduce English language items. In classrooms where English is the language of instruction, have the Classroom Assistant explain difficult concepts in the students' native language to be sure they understand them.

Phase Two: Language Practice

In Phase Two, students use the new language items introduced in Phase One in a variety of activities that develop listening, speaking, reading, and writing

skills. Through intensive practice of items in a variety of ways, students come to "own" the new language, i.e., commit it to memory so that it becomes part of their permanent storehouse of language items. These activities also continue to strengthen the bond developed in Phase One between the new concepts and the language items that represent those concepts. While the whole class may participate in most of the Phase One activities, it is important to group students for language practice according to their language skills and needs. For students who are not proficient in English, use only language items that they are comfortable with aurally/orally in reading and writing activities.

Phase Three: Communicative Application

The final phase of the lesson sequence provides opportunities for students to use their acquired knowledge and language to communicate in a variety of situations. Students show they have understood the new concepts and can use the new language items as they interact with others. Activities involve students in listening, speaking, reading, and writing to solve problems, bridge an information gap, share information, complete a task, develop an arts and crafts project, share a finished product and explore related concepts and language. While carrying out these activities, the teacher can work individually with students to assess the extent to which they have mastered the concepts and language from the lesson.

In addition to the communicative application activities for each lesson, there are culminating activities at the end of each unit which provide opportunities for students to use all the concepts and language they have learned throughout the unit. During these activities the teacher can meet with each student to review their work and what they have learned during the unit.

Intellectual Skills

An essential component of the framework is the development of intellectual skills. Learning new concepts and language involves thinking skills. On the other hand, the ability to think abstractly involves conceptual and linguistic knowledge.

A student who lacks the prerequisite basic experiential and linguistic knowledge for a topic cannot engage in activities that require him to apply or solve problems using that knowledge. In moving towards abstract levels of thinking students must:

- acquire simple and concrete concepts and the corresponding labels,
- see patterns and relationships among concepts and form progressively larger and more inclusive conceptual networks in the form of principles and generalizations,
- apply the principles and generalizations to new situations, and
- analyze, synthesize, and evaluate old and new knowledge to solve problems.

In the Concept Development/Language Exposure phase, assessment activities establish whether or not students have basic building block concepts and language to engage in more abstract thinking about a topic. Subsequent activities fill gaps and/or extend the students' background. The structured nature of Language Practice activities demands less high level intellectual activity. Answers are more convergent in nature; the information readily provided or available. However, Communicative Application activities require divergent thinking. Students draw on what they already have learned during the previous two phases to bridge an information gap or solve a problem.

USING THE FRAMEWORK

The Language Development Framework:

- helps students acquire a conceptual background about a topic,
- helps students acquire language to express their knowledge about that topic, and
- provides opportunities for students to use their knowledge and related language in a variety of situations and,
- provides opportunities for students to engage in higher levels of thinking.

The framework forms the basis for the following lessons. Keep in mind that the techniques and activities you use with students depend upon many factors:

- cultural background of students
- learning style of students
- age level of students
- proficiency in English
- type of topic
- materials and equipment available, and
- preferred teaching style of teacher.

RESOURCES: BACKGROUND INFORMATION ON BLACK BEARS

Please refer to the pamphlets enclosed with this unit entitled: Black Bear and Grizzlies of the Northwest Territories and Bears are Dangerous.

Special Notes to Teachers

* Please note that so called "panda bears" and "koala bears" are not bears. The panda belongs to the same family as raccoons and the koala is a marsupial.

** Although you may wish to extend this unit to include Teddy Bears and other imaginary bears, it is most important that children realize that real bears are not cute and cuddly and must be respected as potentially dangerous animals.

*** Please note that the people in your community may have special views about the relationship between bears and people. Please find out if this is so and take their beliefs into consideration when you plan your lessons. You may want to omit some lessons altogether if they contain material which parents or elders might find offensive.

RESOURCES: INCLUDED WITH THIS UNIT

Pamphlets: Black Bears and Grizzlies of the Northwest Territories
Dept. of Renewable Resources, 1985

Bears are Dangerous
Dept. of Renewable Resources

Resources to accompany lessons:

Populations

- pictures of various animals

A Black Bear

- pictures of bear body parts

Because I'm A Bear

- pictures of various animals/birds

Mr. Bear and Mr. Wolf

- outline figures of bear and wolf

Black Bear Food

- pictures of bear foods
- "window" book outline

The Very Hungry Black Bear

- pictures of bear foods
- bear outline figure

Black Bear Families

- pictures of babies/bear cubs doing various activities

Three Little Bears

- illustrations of mother bear and cubs

Go Home

- outline figures of vocabulary items
- "filmstrip" stencil

Bozo Bear/Types of Bears

- pictures of different types of bears

RESOURCES: RELATED ENGLISH MATERIALS

Magazines

Refer to back issues of Owl, Chickadee, Ranger Rick, Your Big Back Yard, etc.

"Bear Safety," PIK, Vol. 12, No. 3, Dept. of Education, GNWT, 1984

Children's Books

The Magic Teddy Bear
Stella Farris
Harper and Row, 1979

How Do I Put It On?
Shigeo Watanabe
Collins, 1979

Hound and Bear
Dick Gackenback
Seabury, 1976

More From Hound and Bear
Dick Gackenback
Houghton Mifflin/Clarion, 1979

Alphabears: An ABC Book
Kathleen Hague
Holt, Rinehart and Winston, 1984

Brown Bear, Brown Bear, What Do You See?
Bill Martin, Jr.
Holt, Rinehart and Winston, 1970

Bears
Ruth Krauss
Scholastic, 1948

Friendly Bear
Robert Bright
Doubleday, 1957

Sleepy Bear
Lydia Dabcovich
E.P. Dutton, 1982

The Bear's Toothache
David McPhail
Puffin Books

Where Do Bears Sleep?
B. Hazen
Addison-Wesley

A Bear Called Paddington
Michael Bond
Houghton Mifflin, 1960

The Bear Who Wanted To Be A Bear
Jorg Steiner
Atheneum, 1977

The Bear's Bicycle
Emilie W. McLeod
Atlantic/Little, 1975

Bears on Wheels
Janice and Stanley Berenstain
Random House, 1969 (Note: There are many other Berenstain Bears books)

Bearymore
Don Freeman
Viking, 1976

The Biggest Bear
Lynda Ward
Houghton Mifflin, 1952

Blackboard Bear
Martha Alexander
Dial, 1969

A Book of Bears
Michael Bond
Puffin Books

Corduroy
Don Freeman
Viking Press, 1968

Deep in the Forest
Brinton Turkle
E.P. Dutton, 1976

Little Bear
Else H. Minarik
Harper and Row, 1957

The Three Bears
Paul Galdone
Scholastic, 1972

Winnie the Pooh
A.A. Milne
E.P. Dutton, 1926

Bobby Bear's New Home
Bobby Bear's Red Raft
Marilye
Oddo Publishing Inc.

The Winter Bear
Ruth Craft
Atheneum, 1975

Teddybears 1 to 10
Susanna Gretz
William Collins Sons and Co., Ltd., 1973

Big Bear to the Rescue
Richard J. Margolis
Scholastic, 1975

Herman and the Bears Again
Bernice Myers
Scholastic, 1976

Not This Bear!
Bernice Myers
Scholastic, 1967

The Bear and The Fly
Paula Winter
Scholastic, 1976

The Grizzly Bear with the Golden Ears
Jean Craighead George
Harper and Row, 1982

Ask Mr. Bear
Marjorie Flack
Collier Books, 1932

Wish Again, Big Bear
Richard J. Margolis
Collier Books

The Bears Counting Book
Robin and Joelyn Wild
Harper and Row

Where Is The Bear?
Betty Hubka
Western Publishing Co., 1978

Blueberries for Sal
Robert McCloskey
Viking Press

The Baby Bears
Sonja Bullaty and Angelo Lomeo
Western Publishing Co., 1975

Teddy Beddy Bear's Bedtime Songs and Poems
Judy Blankenship
Random House, 1984

Happy Birthday, Moon
Frank Asch
Prentice Hall, Inc., 1983

The Bear Who Slept Through Christmas
John Barrett
Children's Press, 1976

Snow on Bear's Nose
Jennifer Bartoli
Whitman, Albert & Co., 1977

Me and the Bears
Robert Bright
Doubleday & Co., Inc., 1951

The Bear in the Bathtub
Ellen Jackson
Addison-Wesley Pub., Co.

Hey Presto! You're a Bear!
Janosch
Little, Brown & Co., 1980

Two Bear Cubs
Ann Jonas
Greenwillow Books, 1982

The Blueberry Bears
Eleanor Lapp
Whitman, Albert & Co., 1983

What Nest, Baby Bear!
Peace at Last
Jill Murphy
Dial Books, 1980

Baby Bear & the Long Sleep
Andre Ward
Little, Brown & Co., 1980

Bear's Adventure
Brian Wildsmith
Pantheon Books, 1982

How Animals Hide
Robert M. McClung
Books for Young Explorers,
National Geographic Society, 1973

Animal Disguises
Aileen Fisher
Bowmar Nature Series
Bowmar, 1973

From the Story Box Series (Ginn & Company)

(1) "Rosie and the Big Bad Bear" by Margaret Mahy
from Cooking Pot

(2) Hairy Bear
Joy Cowley and June Melser

(3) "The Three Bears" by Deirdre Gardiner
from Let Me In

From the Arctic Reading Series
"The Boy and the Bear"
"The Great Bear"

Teacher's Resources

Animals
Marlene and Robert McCracken
Peguis Publishers, 1985

The Bear
Erica and Arthur Propper
Macdonald Educational, 1978

Bears
Karen Schiller
Troubador Press, 1982

Black Bear - The Spirit of the Wilderness
Barbara Ford
Houghton Mifflin, 1981

Track of the Grizzly
Frank C. Craighead, Jr.
Sierra Club Books, 1979

Zoobooks: Bears (Vol. 1, No. 19, July 1984)
John Bonnett Wexo
Wildlife Education, Ltd., 1984
(Note: Zoobooks are published semi-monthly and are an excellent classroom resource. Subscriptions may be ordered from: Zoobooks, P.O. Box 85271, Suite 6, San Diego, California, 92138, U.S.A.)

Films, Filmstrips and Slides

The Tundra (filmstrip and cassette)
Goldi Productions, 1982

Films available from NFB:

Autumn with Grizzlies
The Bear and The Mouse
Bear Hunt
Bears and Man
The Bear's Christmas

Learning About Bears (film)
Encyclopaedia Britannica Films, 1961

Miscellaneous

"Teddy Bear, Teddy Bear" (A Story Starter Kit)
Rigby Education, 1984
Note: Kit includes - Wall Story
3 Children's Books
Blackline Masters
Pocket Chart Cards

"The Three Bears" (Activity Ideas)
from Language Experiences with Children's Stories
Karen Clark
Braun and Braun Educational Enterprises Ltd., 1983

Goldilocks and the Three Bears
(A Language Development Unit for Grades 1-3)
Marie Wiseman
Keewatin Regional Curriculum Committee
Keewatin Resource Centre, Rankin Inlet. June 1983

Polar Bears
(A Language Development Unit for Science: Populations, Grade 1)
Margy Gilmour
School Programs, Department of Education, GNWT, 1985

Grizzly Bear, Grizzly Bear, What Do You See? (A Big Book)
M. Gilmour, C. McGregor
Department of Education, GNWT, 1985
(Lesson appears in Follow Me (Language Develoment Units for Literature)
Department of Education, GNWT, 1986

Be Bear Aware (Activity Book)
Copies available from: Department of Renewable Resources
Information and Education
#10 Burns Road, Box 2703
Whitehorse, Yukon Y1A 2C6

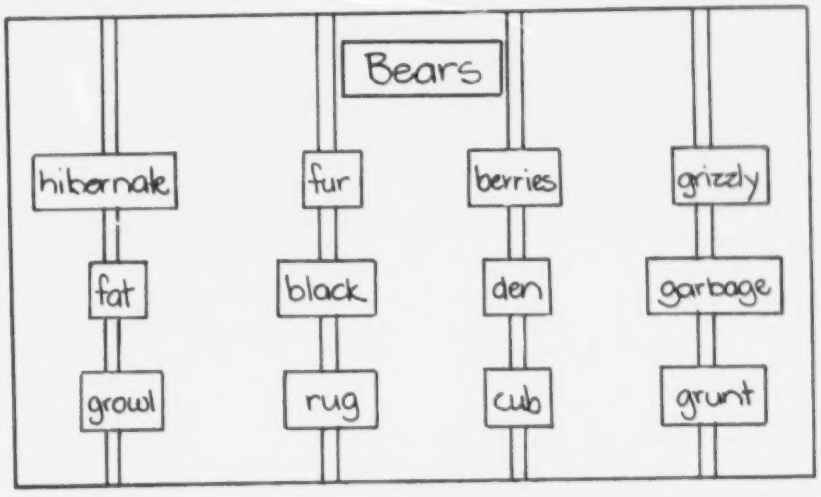
RELATED NATIVE LANGUAGE MATERIALS

INITIAL ASSESSMENT ACTIVITY

Use this activity at the beginning of the unit to determine your starting point for instruction. It will help you find out what the students already know about the topic/concepts you intend to cover. You should be able to identify gaps in their knowledge which require that you teach certain lessons. On the other hand, you may find that there are concepts which they know well enough that you can skip the lessons which teach those concepts. This activity will also help you determine what vocabulary items students already have so that you can decide which language items to emphasize.

a) Brainstorming:

Ask students: "What can you tell me about bears?" Record all responses on cards and hang them on masking tape strips (sticky surface up) which you fasten to the chalkboard.



You may wish to direct students' thinking or prompt ideas if the responses are slow in coming by asking questions such as:

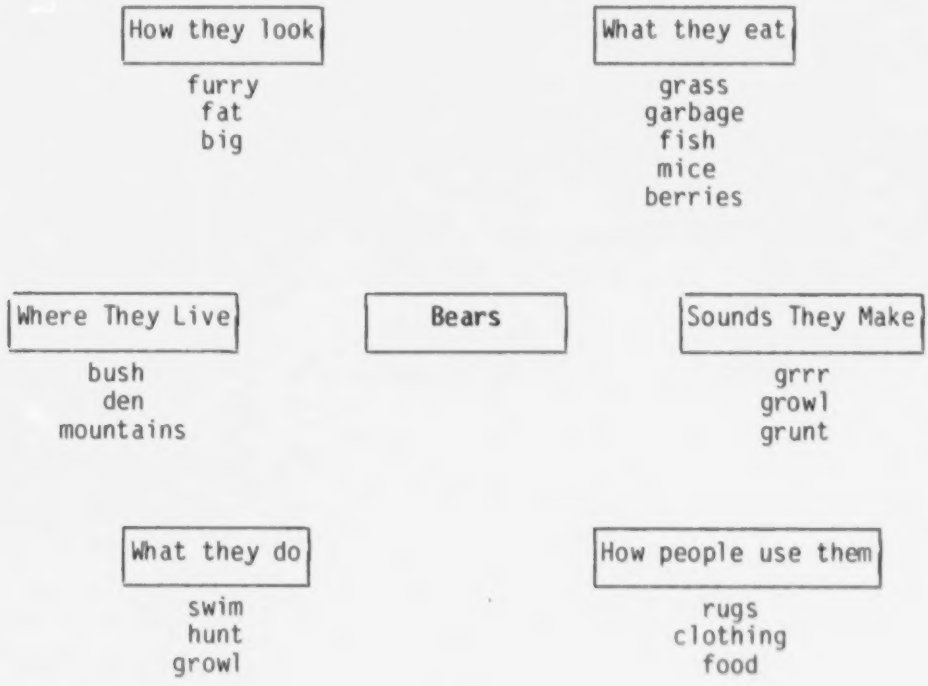
"What do bears look like?"
"Where do they live?"
"What do they eat?"
"What kinds of bears are there?"
etc.

Chant all responses with the students as you point to the cards.

b) Categorizing:

Distribute the word cards from the brainstorming session. Be sure to tell students the words which you give them. (Give students only one card each to begin.) Have one student place his/her word card at the top of one of the masking tape strips and repeat the word to the class. Ask if there is anyone else who has a word that belongs with the first word. Have another student place his/her word card under the first,read the word and explain why it belongs with the first word. Give a title to these two cards which now form a category. Ask if anyone can start a new category. When students have placed all of the brainstormed words in categories, discuss the titles and change them if necessary. Chant the words in each category with students.

Transfer the words to a flowchart to provide a permanent reference. e.g.,



As you teach the unit you may wish to add new information to the chart. At the end of the unit you can review the chart with students. Keep it as a reference for future use.

Science/Social Studies	Teacher's Notes
*1. Brainstorm the names of populations that exist in various environments. e.g., forest populations ocean populations jungle populations tundra populations	These are possible activity ideas for this topic. They can be used in lessons you make up, as enrichment activities, or as learning centre activities. Most can be done in any language. Activities with an * are actually used in the sample lessons which follow. Spaces have been left for you to record your own activity ideas.

ACTIVITY IDEAS

TOPIC A: **POPULATIONS**

Math	Language Arts
1. Tell students that there is a population of black bears living near your community. Students pretend they are hunters and hunt the bears by tossing bean bags onto a gameboard. Keep a running total of the number of bears left in the population. 2. Assign a numerical value to letters. e.g., A - L = 1 point M - S = 2 points T - Z = 3 points Determine the "value" of different populations. e.g., Black Bear - 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 + 2 = 10 points 3. Make up bingo cards with numerals 1 - 10. Make up addition and/or subtraction word problems. Students cover the appropriate numerals on their cards. e.g., Five mice were jumping through the grass. A bear caught two of them and gobbled them up. How many mice were left? 94	1. Rhyming Game: Teacher makes up a riddle. e.g., "I'm thinking of a population whose name rhymes with box." (fox)

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Music, Poems, Stories

Art

*1. Make murals showing the populations that live in various environments.
2. Decorate each corner of the room to resemble various environments (tundra, forest, jungle, ocean). Make mobiles of the populations (animals, birds, fish, insects, etc.) that live in these areas and hang them in the appropriate corners. Have more than one of each species so the various populations can be counted.

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Physical Education/Movement

1. Dodge Ball: Divide class into two groups (populations): bears and people. "People" form a circle around the bears and hunt them by throwing a Nerf ball back and forth across the circle. "Bears" that are touched (shot) by the ball must sit down outside the circle.

Special Activities

*1. Set up an aquarium. What populations live in your aquarium? (e.g., snails, guppies, neon tetras, goldfish.)

LESSON: **POPULATIONS**

As this lesson emphasizes language related to science concepts, you may wish to teach it during your Science period.

English Vocabulary (* actually developed in this lesson)

* population
* bears
* names of other local animals

English Sentence Patterns (* actually developed in this lesson)

* What populations live near/in _____?
* A population of _____ lives near/in _____.

English Language Concepts (* actually developed in this lesson)

Special Materials Required

Pictures of various animals

Concept Development/Language Exposure

1. Brainstorm with students all the types of animals that live near your community. Have students colour and cut out pictures of these animals and paste them on a sheet of mural paper. (You may wish to have students draw their own pictures.) Explain the meaning of the term "population" and that each animal on your bulletin board represents a population that lives in your area. (Use sentence pattern "A population of _____ lives near _____.)

2. If possible, set up an aquarium with several different types of fish. Talk about the different populations that exist within the aquarium.

Language Practice

L 1. True/False: Ask questions of your C.A. (or of a puppet) using the sentence pattern "What populations live near _____?" Students indicate if the responses are true or false: (You may wish to hold pictures of the animals named or refer to mural made in CD/LE #1.)

e.g., Teacher: "What population lives near _____?"
C.A.: "A population of giraffes lives near _____."
(hold up picture of giraffe)
Students: indicate that statement is false

L 2. Tape pictures of various animals around the classroom. Make a statement such as, "A population of black bears lives near _____." One student shines a flashlight on the appropriate picture.

L/S 3. Substitution drill: Teacher makes a statement, then provides a word for students to substitute, e.g.:

Teacher: "A population of cross foxes lives near __. black bears."
Students: "A population of black bears lives near _____."

(Do this as a group activity before having individual students respond.)

S 4. Pass out pictures of animals that live in your area to students. Ask each student, in turn, "What populations live near _____?" S/he should hold up the picture and make a statement about it: "A population of _____ lives near _____."

S/R 5. List the populations that live near your community on a chart.

E.g.,

What populations live near _____?
A population of _____ lives near _____.
black bears caribou moose hares etc.

Have students paste or draw pictures of the animals beside the appropriate words. Chant together as you point to each word.

W 6. Enlarge a portion of a map showing your community on a piece of mural paper. Have students paste/draw pictures of the animals on the map and copy the appropriate sentence (from activity #5) below:

e.g.

Application

1. Brainstorm the names of populations that live in special places:

e.g., ocean populations
jungle populations
forest populations
etc.

Make murals showing these populations.

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Science/Social Studies	Teacher's Notes
*1. Gather real specimens of black bear body parts. Label and display. 2. Find out what the measurements of a black bear might be. Build a life-sized model using chicken wire and papier mache. 3. Make life-size sandpaper black bear tracks. 4. Invite people from the community to tell legends and stories about black bears. *5. Find out how black bears have adapted to their environment.	These are possible activity ideas for this topic. They can be used in lessons you make up, as enrichment activities, or as learning centre activities. Most can be done in any language. Activities with an * are actually used in the sample lessons which follow. Spaces have been left for you to record your own activity ideas.

ACTIVITY IDEAS

TOPIC B: **APPEARANCE & BEHAVIOUR**

Math	Language Arts
1. Find out average weights for bears and other animals. Graph. 2. Use bear cutouts for counting, adding, subtracting, etc. Make up problems which may be solved using the cutouts. For example: - A mother bear had two cubs. How many bears are there now? - Five bears are living in one place. Another bear arrives. How many bears are there now? 3. Make stencils which reflect the black bear theme. 4. Make different sized bear cutouts for students to arrange by size.	1. Write a letter inviting the wildlife officer to your class to talk about Black Bears. List any specific questions that you have. Write a letter of thanks after the visit. 2. Make booklets: "What is Black?" Use frame sentence: A _____ is black. 3. Use comparative terms "big, bigger, biggest" when comparing black bears with other animals. 4. Develop similies about black bears: As hungry as a bear. 5. Write cinquain poems about black bears. 6. Make up silly rhymes about bears: e.g., I saw a bear, With pink hair. Wearing purple underwear. 7. Make a class book: If Bears Could..." Brainstorm "unreal" bear behaviours and have students write about what might happen if bears could do these things.

Music, Poems, Stories

*1. "A Black Bear"
*2. "Because I'm A Bear"
*3. "The Bear Went Over the Mountain"
*4. "Mr. Bear and Mr. Wolf"
5. "Six Black Bears"
6. "Does Anyone Live Here?"
7. "Furry Bear"
8. "See the Black Bear"
9. "This Little Bear"

Art

*1. Make a bear "rug". Cut mural paper in the shape of a bear skin. Cover with cotton balls or kleenex tufts. Spray with black paint.
*2. Make bear puppets using black terry cloth socks.
3. Make paperbag puppets.
4. Make lacing cards, jigsaw puzzles, dot to dot pictures, etc.
5. Make plasticene bears.
6. Cut out cardboard bear shapes. Use them to do charcoal rubbings or spatter painting.

Physical Education/Movement

*1. Pretend that you are bears. Pantomime the way that they walk, run, swim, etc. Practice making bear noises.
2. Adapt game "Fox and Geese" to become "Bear and Mice."

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Special Activities

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LESSON: **A BLACK BEAR**

As this lesson emphasizes language related to literature, you may wish to teach it during your Language Arts period.

English Vocabulary (* actually developed in this lesson)

* thick fur
* four paws
* sharp claws
* short tail
* long snout
* small eyes
* broad head

(Note: adjectives may vary as they are brainstormed by students.)

English Sentence Patterns (* actually developed in this lesson)

* A _____ has _____.
  _____ has a _____.
  And if it had no _____.
  It would not be able to _____.

English Language Concepts (* actually developed in this lesson)

Special Materials Required

Pictures of black bears
Actual samples of fur, teeth, claws, etc.
Pictures of bear body parts

A Black Bear

Based on the original "My Hat It Has Three Corners"
(p. 6, McCracken's Animals)
Adapted by M. Gilmour

A black bear has thick fur.
Thick fur has a black bear.
And if it didn't have thick fur
It would not be a black bear.

A black bear has flat feet.
Flat feet has a black bear.
And if it didn't have flat feet
It would not be a black bear.

A black bear has sharp claws.
Sharp claws has a black bear.
And if it didn't have sharp claws
It would not be a black bear.

A black bear has a short tail.
A short tail has a black bear.
And if it didn't have a short tail
It would not be a black bear.

A black bear has a long snout.
A long snout has a black bear.
And if it didn't have a long snout
It would not be a black bear.

A black bear has small eyes.
Small eyes has a black bear.
And if it didn't have small eyes
It would not be a black bear.

A black bear has a broad head.
A broad head has a black bear.
And if it didn't have a broad head
It would not be a black bear.

A black bear has round ears.
Round ears has a black bear.
And if it didn't have round ears
It would not be a black bear.

Concept Development/Language Exposure

1. a) Examine pictures of black bears as well as actual specimens of teeth, claws, fur, etc. (A rug with full head mount would be ideal!) Identify the various parts and brainstorm words to describe them. Introduce descriptive words that students may not know. Choose one adjective for each body part that best describes that part.

   b) Recite the poem to students using the brainstormed items. Point to those parts or hold up pictures of them at appropriate times.

   c) Compare bear body parts to human body parts: e.g., snout/nose, paw/foot.

2. Look at pictures of the black bear's environment. Ask students to suggest ways in which the black bear's characteristics help it to survive in its environment. Direct their thinking by asking questions such as, "What might happen if a bear didn't have claws?"

3. Repeat the poem again. Place pictures of the body parts on the board as they are mentioned.

Language Practice

L 1. Assign students a word/phrase for which to listen. Each time students hear the word/phrase they make a motion:*

   e.g., Listen for sharp claws: A black bear has sharp claws. It uses its sharp claws to dig. When it wants some fish it can catch one with its sharp claws. Black bears also use their sharp claws to climb trees.

   (* Develop appropriate motions for each body part [e.g., sharp claws - pretend to claw the air] to make this more fun.)

L 2. Place the body part pictures in various locations around the room. As you say one of the verses, students must pretend to be bears and walk to the appropriate picture.

L/S 3. Mount the body part pictures on the walls around the classroom. Darken the room. Have students line up behind you. Practice walking in unison; i.e., when you move your left foot, they do they same. Begin walking, then shine a flashlight on one of the pictures. Chant a verse about the picture. Continue the walk until you have described each picture.

L/S 4. Say verses in random order. Point to one of the body parts as you say each verse. Students repeat the verse if you point to the body part that matches the verse.

S 5. Divide class into groups (one group for each verse). Have each group rehearse their verse and work out appropriate actions. Present the poem to another class with each group performing their own verse.

S/R 6. a) Set up sentence strips in a pocket chart as shown:

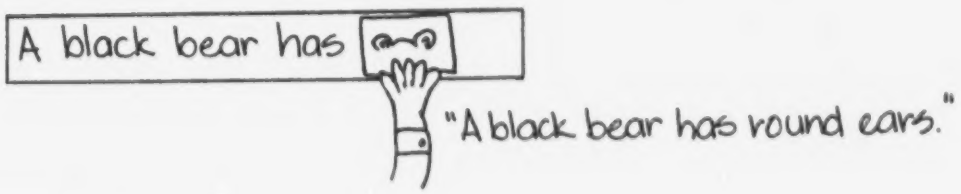
A black bear has _____.

_____ has a black bear.

And if it didn't have _____

It would not be a black bear.

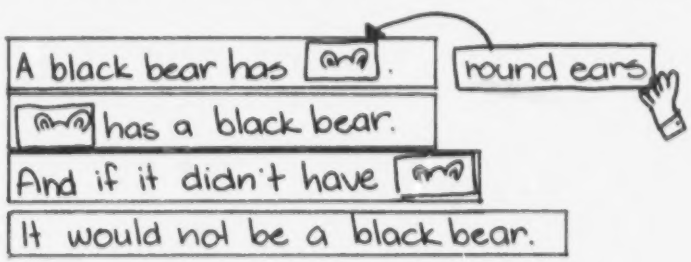
Now place picture cards in the spaces as you chant:



Chant each verse in this manner.

b) Have groups (from activity #5) chant their verses as they assemble the cards on the floor.

c) Assemble one of the verses in the pocket chart and chant with students. Hand out word cards and have students decide where they should go.



R/W 7. Distribute body part pictures to students (or pairs of students). Have them write the appropriate verse on chart paper and display it next to the picture. (If students have trouble with this activity, let them make the verse using the sentence strips and word cards first. They may then copy it onto paper.)

Application

1. Brainstorm and record on chart paper a list of black bear body parts using this pattern: _____ is/are part of a black bear.

   E.g., Round ears are part of a black bear.
   Small ears are part of a black bear.
   A long snout is part of a black bear.
   Etc.

2. Have each student create/draw a weird creature, name it, and describe its distinctive features. They should then use the model to write a poem about it.

   E.g., My monster has green skin.
   Green skin has my monster.
   And if it didn't have green skin
   It wouldn't be my monster.

LESSON: **BECAUSE I'M A BEAR**

As this lesson emphasizes language related to literature, you may wish to teach it during your Language Arts period.

English Vocabulary (* actually developed in this lesson)

* bear
* raven
* duck
* squirrel
* other animals **
* growl
* snort
* grunt
* caw
* quack
* chatter
* other animal sounds **

(** Brainstorm with students)

English Sentence Patterns (* actually developed in this lesson)

* Because I'm a _____, I _____.
  That's what my voice is for.
  If I was a _____, I'd _____.
  But because I'm a _____, I _____.

English Language Concepts (* actually developed in this lesson)

Special Materials Required

Pictures of various animals

Because I'm A Bear
by M. Gilmour

Because I'm a bear, I growl!
That's what my voice is for.
If I were a raven, I'd caw;
But because I'm a bear, I growl!

Because I'm a bear, I growl!
That's what my voice is for
If I were a duck, I'd quack;
But because I'm a bear, I growl!

Because I'm a bear, I growl!
That's what my voice is for.
If I were a squirrel, I'd chatter;
But because I'm a bear, I growl!

(Note: Brainstorm other animals and their sounds with students to make new verses.)

Concept Development/Language Exposure

1. Brainstorm a list of animals and the sounds they make with students. Brainstorm several sounds that bears make. Record the animal names and the sounds on pocket chart cards. Review them with students.

duck - quack
moose - bellow, snort
squirrel - chatter
owl - hoot, tu-whoo
dog - bark, yip, growl
bear - grunt, growl, snort

(You may wish to use picture cards for the animals instead of word cards.)

2. Recite the poem to students using the animals mentioned. Hold up the animal cards (either word or picture card) and sound cards and place them in the pocket chart, at the appropriate times:

e.g., Because I'm a bear, (place card in chart)
I growl, (place card in chart)
That's what my voice is for.
If I were a squirrel, (place card in chart),
I'd chatter; (place card in chart)
But because I'm a bear, (place card in chart)
I growl! (place card in chart)

Language Practice

L 1. Have students clap the rhythm as you recite the poem.

L 2. Distribute animal cards (2 of each animal except bear) to students. Call out an animal sound. Students holding the appropriate animal card change places:

e.g., Teacher: "Chatter"
Students holding squirrel cards change.

If teacher calls out a bear sound, all students change places:

e.g., Teacher: "Grunt"
All students change.

L 3. Teacher recites a series of animal sounds. When students hear a bear sound they pretend to be bears:

e.g., "quack, moo, snort, caw, howl, grunt, etc."

L 4. Teacher makes statements. Students decide if they are true or false:

e.g., Because I'm a bear, I squeak.
or
If I were a wolf I'd quack.
(Use both patterns.)

L/S 5. Oral cloze: Recite verses of the poem omitting key words. Students provide these:

e.g., Because I'm a bear, I growl!
If I were a squirrel, I'd _____;
But because I'm a bear, I _____!

L/S 6. Distribute animal cards to students. Have each student identify his/her animal and the sound it makes. Teacher begins reciting the poem:

Because I'm a bear, I growl!
That's what my voice is for.

Teacher then points to a student who hold up his/her card and makes an appropriate statement:

e.g., "If I were a duck, I'd quack."

Teacher then completes the poem:

"But because I'm a bear, I growl!"

S/R 7. Chant the poem with students as you place cards in the pocket chart. Point to the words (or pictures) as you say them.

e.g.,

S/R 8. a) Make sentence strips and place in the pocket chart as shown:

Because I'm a , I !
That's what my voice is for.
If I were a , I'd ;
But because I'm a , I !

Chant the poem with students. Place cards in the appropriate spaces. Point to the words as you chant.

R b) Distribute animal and sound card pairs to students. Have them take turns placing their cards in the pocket chart and reading the completed verses.

S c) Distribute animal cards to students. Have them draw a large picture of the animal, then write a verse to accompany it. Compile these to make a class book:

e.g.,

Because I'm a bear, I growl!
That's what my voice is for.
If I were a mouse, I'd squeak;
But because I'm a bear, I growl!

Application

1. Brainstorm ideas to write new poems using this model:

e.g., Hallowe'en theme:

Because I'm a witch, I cackle!
That's what my voice is for.
If I were a goblin I'd wail;
But because I'm a witch, I cackle!

Occupations:

If I were a trapper, I'd trap!
That's what I want to do.
If I were a nurse I'd give needles;
But because I'm a trapper, I trap!

LESSON: **THE BEAR WENT OVER THE MOUNTAIN**

As this lesson emphasizes language related to a song, you may wish to teach it during your Music period.

English Vocabulary (* actually developed in this lesson)

Brainstorm with students

English Sentence Patterns (* actually developed in this lesson)

* The bear went over the mountain,
And what do you think he saw?
He saw _____,
And that was what he saw.

English Language Concepts (* actually developed in this lesson)

Special Materials Required

The Bear Went Over the Mountain
Traditional
Adapted by M. Gilmour

The bear went over the mountain.
The bear went over the mountain.
The bear went over the mountain.
And what do you think he saw?

He saw _____.
He saw _____.
He saw _____.
And that was what he saw.

Concept Development/Language Exposure

1. a) Sing the song to students several times. Change the things that the bear saw in each subsequent singing.

   b) Brainstorm things that the bear might have seen. Try to elicit at least one response from each student. Record the ideas on pocket chart cards. Sing the song using these ideas. Encourage students to join in.

   c) Distribute the cards to students. Have them draw pictures to illustrate the ideas.* As they do this, circulate around the classroom and model the sentence patterns for each student.

   (* The illustrations should be laminated to use in the Language Practice activities.)

   d) Sing the song again. Pin pictures on a clothesline as you mention them.

Language Practice

L 1. Have students clap the rhythm as you sing the song.

L 2. Distribute pictures to students. Sing the song. Students pin their pictures on the clothesline when they hear them mentioned.

L/S 3. Teacher sings the first verse, then holds up one of the pictures. Students sing the appropriate response.

S 4. Beanbag throw: Place pictures on the floor. One student tosses a beanbag onto one of them. The rest of the students chant the first verse:

The bear went over the mountain,
The bear went over the mountain,
The bear went over the mountain,
And what do you think he saw?

The student responds:

He saw the yellow sun,
He saw the yellow sun,
He saw the yellow sun,
And that was what he saw.

(If students do not have enough confidence to speak alone, divide the class into teams. Have one team sing the question; one member from the other teams tosses the beanbag and the team sings the response.)

S 5. Over the mountain: Make a paper mountain and tape it to the front of a box containing the pictures. Students sing the question while one student pretends to climb the mountain, then picks a picture. S/he then sings the response.

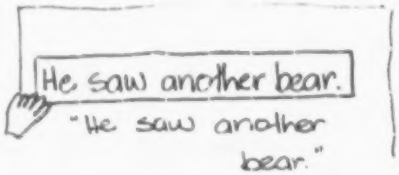
S/R 6. a) Place sentence strips in the pocket chart as you sing. Put pictures next to the strips to provide visual clues for each verse.

The bear went over the mountain.
The bear went over the mountain.
The bear went over the mountain.
And what do you think he saw?

He saw another bear.
He saw another bear.
He saw another bear.
And that was what he saw.

LSR b) Distribute the cards describing what the bear saw to students. Sing the question together. Teacher then holds up one of the pictures. Student holding the matching card places it in the pocket chart while the class sings the response.

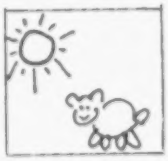
"And what do you think he saw?"



S/R c) Categorize the cards. Have students determine the categories (see method used in Initial Assessment Activity on page 32.)

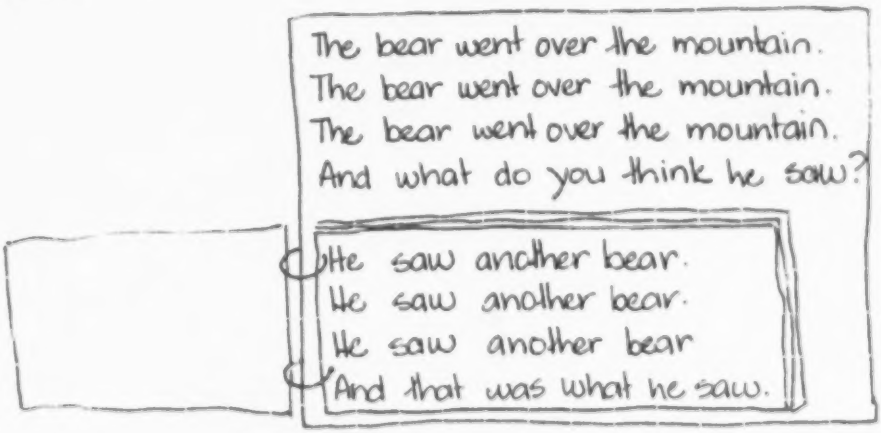
Animals	People	Nature
another bear	a hunter hunting	another mountain
a little rabbit		a beautiful valley
a bull moose		

R/W 7. Have each student pick one of the pictures and write a verse about it.



He saw the yellow sun.
He saw the yellow sun.
He saw the yellow sun.
And that is what he saw.

Put them together to make a class flipbook. Sing as you flip through the book.


The bear went over the mountain.
The bear went over the mountain.
The bear went over the mountain.
And what do you think he saw?
He saw another bear.
He saw another bear.
He saw another bear
And that was what he saw.

Application

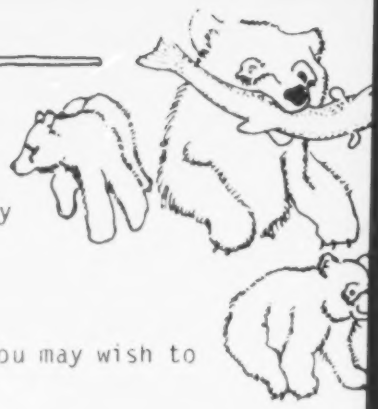
1. Use the model to write related songs:

   a) Change the verb "went" to stomped
   lumbered
   charged
   etc.

b) Change the verb "saw" to heard or smelled.

Brainstorm many ideas; have students choose their favourites to make up verses for the new songs.

2. Use the model to write original songs.



MR. BEAR AND MR. WOLF

(Lesson and related materials developed by
Janet LePrieur, Fort Smith)

As this lesson emphasizes language related to literature, you may wish to teach it during your Language Arts period.

English Vocabulary (* actually developed in this lesson)

* whiffed	* howled	* gnawed
* sniffed	* growled	* clawed
* stopped	* scowled	* grunted
* talked	* prowled	* hunted
* walked		
* stalked		

English Sentence Patterns (* actually developed in this lesson)

* They _____ and _____ at each other.
* They _____ and _____ together.

English Language Concepts (* actually developed in this lesson)

Regular past tense verbs (verb + ed).

Special Materials Required

Wolf and Bear puppets
Flannelboard figures
Individual story books
Word scramble

MR. BEAR AND MR. WOLF

By C. McGregor

Mr. Bear went out for a stroll
  on a snowy, blowy day.
When he came over the hill
  He found Mr. Wolf in his way.

They whiffed and sniffed at each other.
  Grrr... Grrr... Grrr...
They howled and growled at each other.
  Grrr... Grrr... Grrr...
They gnawed and clawed at each other.
  Grrr... Grrr... Grrr...

Then they stopped and talked.

They scowled and prowled together.
  Grrr... Grrr... Grrr...
They walked and stalked together.
  Grrr... Grrr... Grrr...
They grunted and hunted together.
  Grrr... Grrr... Grrr...

When Mr. Bear and Mr. Wolf
  Hunt together for prey.
Little animals in the bush
  Had better run away!

Concept Development/Language Exposure

1. Show a film or filmstrip about bears. Discuss what bears do; incorporate vocabulary where possible.

2. Invite a resource person (Parks, Wildlife) to the classroom to provide more information about the bear and the wolf (e.g., their habitat, behaviour, etc.). They may also be able to show slides and artifacts (teeth, skulls, bones, hides, etc.). (You may want to carry out this activity in the students' first language.)

3. Dramatize vocabulary using two puppets.

4. Tell the story using felt figures on a flannel board. Stress sentence patterns and vocabulary.

5. Make a Big Book of the story. Read to students, encouraging them to read along.

Language Practice

L 1. Word Chairs - Have students sit in a circle with one student standing in the centre. Students must trade chairs when they hear a specific vocabulary item. Middle student also tries to get to a chair. Do this with sentences also.

L/S 2. Bean Bag Toss - Divide students into two teams. They must first repeat sentence given by teacher, then they throw a bean bag onto a target drawn on paper and placed on the floor. The target is numbered and teams score points accordingly.

3. Establish an action for each verb in the vocabulary list.

L a) Make a statement using only one verb. Students do appropriate actions as a class. Make this activity harder by using two different verbs in the pattern.

S b) Choose a student to do the actions and the rest of the class gives the correct verb/s in the pattern.

L/S 4. Let students take turns manipulating felt figures as they repeat a sentence pattern.

S/R 5. Read the Big Book with students, drawing their attention to the print.

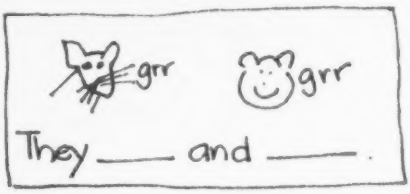
S/R 6. Write the story on sentence strips, then cut them up. Have students reconstruct the sentences and read to one another. (Be sure to provide model sentences.)

S/R 7. Have students manipulate puppets as they read the story. (Have students work in pairs.)

R 8. Hopscotch - Place vocabulary words on hopscotch outline. Have students read words as they hop through.

R/W 9. Word Cut - Have students write words on cards. Cut up cards. Race to put them together, e.g., Sarah and Mike, find the word "walked." Students must do an action twice (e.g, clap their hands) before going to the puzzle pile.

R/W 10. Make a stencil showing the wolf and the bear doing various actions. Students fill in the blanks.



W 11. Make a "Scrambled Word" stencil. Be sure to provide correct models.

Application

1. Brainstorm other actions and other animals that could meet. Write a group book following one of the sentence patterns. Students are then each responsible for writing one page and illustrating it.

2. Write individual stories (poems) using the story pattern. Students draw their character (e.g., Mr. Dragon), then they mount story sheet on picture.

3. Read finished stories to other classes.

4. Make up lists of other words that rhyme with the vocabulary from the poem. Have students illustrate words and write them in a sentence that shows their meaning. Display word families.

Science/Social Studies	Teacher's Notes
1. Discuss the ways in which bears are adapted to live in their environment. 2. Discuss the other animals that share the black bear's habitat. Sort pictures of these animals according to size/colour/land, water or air. 3. Find out about other animals that hibernate. Do all kinds of bears hibernate? *4. What does a bear do in preparation for hibernation? Compare these activities to those of people preparing for winter.	These are possible activity ideas for this topic. They can be used in lessons you make up, as enrichment activities, or as learning centre activities. Most can be done in any language. Activities with an * are actually used in the sample lessons which follow. Spaces have been left for you to record your own activity ideas.

ACTIVITY IDEAS

TOPIC C: **WHERE BEARS LIVE**

Math	Language Arts
1. How long does a bear hibernate? Express it as a fraction: e.g., If a bear hibernated for 2 months, it would be 1/6th of the year.	*1. Learn vocabulary which describes different environments (tundra, forest, jungle, desert, etc.) *2. Learn vocabulary which describes various land/water forms (beach, river bank, etc.) 3. Write a story describing a bear's dreams while he is hibernating. 4. Make as many new words as you can from the word "hibernation." 5. Make a list of animals and the special names for their homes. e.g., bird - nest bear - den bee - hive beaver - lodge etc. *6. Ask elders to tell legends about hibernation. Make up your own legends: "Why the Bear Sleeps All Winter."

Music, Poems, Stories

*1. "Old Bear Snores In His Den"
*2. "Bears Are Sleeping"
3. "I Never Saw You, Bear"
4. "Bear"
5. "Bear Weather"
6. "In the Valley"
*7. "Mr. Bear"
*8. Does Anyone Live Here?
*9. "In the Valley"

Art

1. Make a painting showing what the inside of a bear's cave might look like.
2. Make a collage showing where various animals live in the winter.
*3. Make a diorama illustrating "Old Bear Snores In His Den."
*4. Make puppets from black terry cloth socks. Add buttons for eyes and nose, felt for tongue, etc.

Physical Education/Movement

Special Activities

DO YOU KNOW WHERE I LIVE?

As this lesson emphasizes language related to social studies concepts, you may wish to teach it during your Social Studies period.

English Vocabulary (* actually developed in this lesson)

* bush	* mountains		
* tundra	* jungle	* city	* tent
* ice floe	* desert	* town	* trailer
* North	* forest	* den	* apartment
* sea	* South	* house	

English Sentence Patterns (* actually developed in this lesson)

Do you know where I live?

* I live _____.

* I don't live _____.

English Language Concepts (* actually developed in this lesson)

Special Materials Required

Pictures - of different types of homes (Look for these in National Geographic
- of different environments magazines, Social Studies texts, etc.)

Bear puppet

Concept Development/Language Exposure

1. Invite a wildlife officer to your classroom to talk about black bears and where they live.

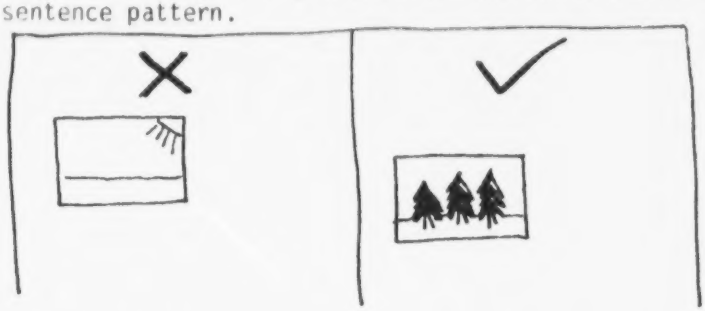
2. a) Use a bear puppet and pictures to introduce vocabulary items. Have puppet pick up each picture and make a statement about it,

   e.g., "Look at this. It's a picture of a desert. I don't live in the desert." (shake head)

   or

   "Oh, here's a picture of a forest. I live in the forest." (nod head)

   b) Have puppet classify the pictures on the board or in a pocket chart using sentence pattern.



3. Have students make bear puppets from terry-cloth socks to use in Language Practice activities.

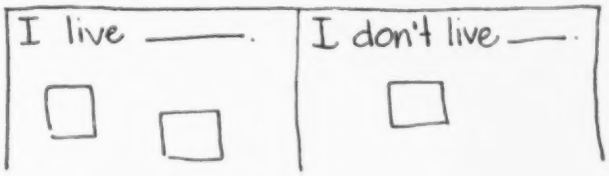
Language Practice

L 1. Tape pictures around the room. Using puppet, the teacher makes statements: "I live in the North." Students must tiptoe to the appropriate picture.

L/S 2. Have puppet (teacher) classify the pictures (as in CD#2b) but have him make "mistakes." Students must correct any "mistakes."

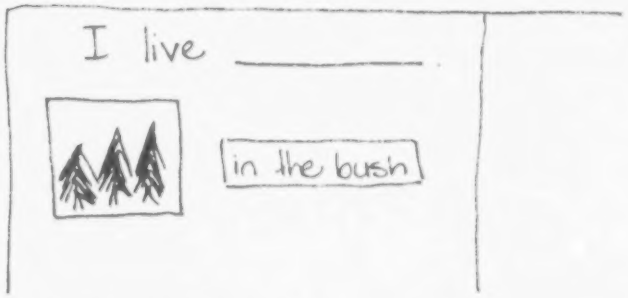
S 3. Distribute pictures to students. Each student must hold up his/her picture and make a statement about it. (Have them use their puppets to speak.)

S/R 4. a) Have students place their pictures on the appropriate side of the board.



Have them "read" their statements as you point to the words and pictures.

b) Match phrases written on sentence strips to the pictures.



Chant with students.

S/R/W 5. Write statements on sentence strips. Arrange them in the pocket chart to make little verses.

I live in the north.
I live in the bush.

But I don't live in the jungle.

OR

I don't live in an apartment.
I don't live in a tent.

But I do live in a den.

Chant all verses using puppets. Record them on chart paper or in Big Books and have students illustrate.

R/W 6. Have students make individual verses as if they were black bears. (Provide model on stencil.)

Application

1. Have students make up their own verses about where they live using pictures and sentence strips.

I live in the North.	I don't live in the jungle.
I live in a town.	I don't live in the forest.
I live in a house.	I don't live in the desert.
But I don't live _____.	But, I do live on the tundra.

2. Students choose an animal and say/write sentences describing where they live. Other students have to guess the animal:

   e.g., Do you know where I live?
   I live in the North.
   I don't live on the tundra.
   I don't live in a town.
   I don't live in a house.
   I live in the sea.

   These could be made into books as well.

3. Tell the story Does Anyone Live Here? using magnetboard or flannelboard figures.

4. Learn the poem "In the Valley." Use it as a model to write new poems:

   e.g., In Canada there is the N.W.T.
   In the N.W.T. there is Fort Norman.
   In Fort Norman there is a street.
   On the street there is a house.
   In the house there is my family and me!

OLD BEAR SNORES IN HIS DEN

As this lesson emphasizes language related to literature, you may wish to teach it during your Language Arts period.

English Vocabulary (* actually developed in this lesson)

* winds	* whistle	* hibernate/s
* snow clouds	* swirl	
* snowflakes	* sprinkle	
* frost	* clings	
* icicles	* drip	

English Sentence Patterns (* actually developed in this lesson)

* (noun) (verb) (prepositional phrase)
Old bear snores in his den.

In summer the bear _____, but in winter it _____.

English Language Concepts (* actually developed in this lesson)

Special Materials Required

Pictures of winter scenes

Old Bear Snores In His Den

Based on "Old Snake Has Gone To Sleep"
By Margaret Wise Brown
Adapted by M. Gilmour

Winds whistle through the bush.
Old bear snores in his den.

Snow clouds swirl in the sky.
Old bear snores in his den.

Snowflakes sprinkle to the ground.
Old bear snores in his den.

Frost clings to the trees.
Old bear snores in his den.

Icicles dangle from the branches.
Old bear snores in his den.

Concept Development/Language Exposure

1. a) Look at winter pictures. How is winter different from summer? (e.g., What is the weather like in winter?)

   b) Discuss the winter activities that take place in your community. Are they different from those of the spring? summer? fall?

   c) Discuss the behaviour and physical characteristics of familiar animals (ptarmigan, hare, weasel, etc.). How do they change in the different seasons?

2. Ask students if they see black bears in the winter. Where do they go? Introduce and explain the word "hibernate." Brainstorm a list of things to learn about hibernation:

   e.g., Where do bears hibernate?
   When do they hibernate?
   How long do they hibernate?
   How do they get ready to hibernate?
   Do they eat when they hibernate?
   What other animals hibernate?
   etc.

   Write a letter to your local wildlife officer, inviting him to your classroom to answer some of these questions.

3. a) Recite the poem to students several times. Have students help to chant "Old bear snores in his den."

   b) Go for a walk around the community (preferably on a snowy day). Point out concrete examples of things mentioned in the poem:

   winds whistle through the bush
   snowclouds swirl in the sky
   snowflakes sprinkle to the ground
   frost clings to the trees
   icicles dangle from the branches

   c) Demonstrate the verbs:

   i) whistle - make whistling sounds. Use various instruments to whistle. Have students practice whistling like the wind.

   ii) swirl - "swirl" a balloon on a string or food colouring in a glass of water. Have students pretend they are snowclouds swirling in the sky.

   iii) sprinkle - sprinkle salt on students' hands. Let them practice sprinkling other things. What things can you sprinkle that look like snow? (styrofoam bits, popcorn, sugar, torn paper bits, etc.)

iv) clings - wet the rim of a glass then press it into a bowl of sugar or salt. Talk about how babies (and some baby animals) cling to their mothers.

v) dangle - hang foil icicles (the kind used on Christmas trees) from a branch. What other things can students think of that dangle?

d) Have students close their eyes and try to visualize the poem as you recite it.

Language Practice

L 1. Have students listen for a specified word/phrase. When they hear it they clap their hands:

e.g., "Clap when you hear the word 'swirl:' twirl, sprinkle, whirl, spin, swirl, whistle, curl, swirl, etc."

or "Clap when you hear 'snowclouds swirl in the sky': snowflakes swirl on the ground, snowclouds sprinkle in the sky, snowclouds swirl in the sky."

L 2. Divide the class into five groups. Have each group make a large mural illustrating one verse from the poem. As you recite the verses have the groups hold up their murals.

L 3. Put the murals up around the classroom. Have students take turns shining a flashlight on the appropriate mural as you recite one of the verses.

L/S 4. Develop actions for each verse. Recite one of the verses; have students perform the appropriate action as they repeat the verse.

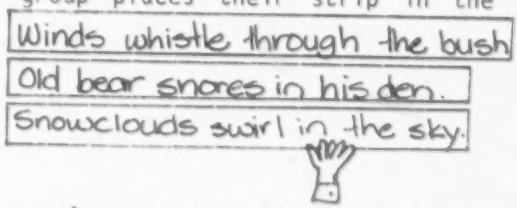
L/S 5. Have students echo chant the poem: i.e., Teacher says a line, students repeat that line.

S 6. Choral speaking: Divide class into five groups; have each group practice saying one verse.

Record the poem:

e.g., Group 1: Winds whistle through the bush.
Whole class: Old bear snores in his den.
Group 2: Snowclouds swirl in the sky.
Whole class: Old bear snores in his den.
etc.

S/R 7. Repeat activity #6 using sentence strips in a pocket chart. As each group says its line, one member of the group places their strip in the pocket chart.

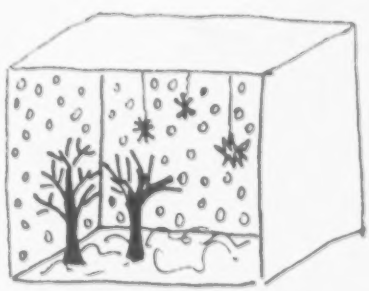


R 8. a) Place the murals made in activity #2 in sequence on the wall. Have students match the sentence strips to the murals.

L/S/R b) Run and touch: Say one of the lines from the poem and a student's name. S/he must run to the appropriate mural and repeat the line while pointing to the sentence strip.

Application

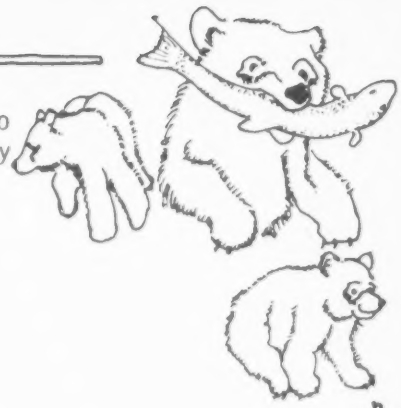
1. Make a large 3-D scene (in a box) illustrating the poem. Make tiny paper snowflakes; cover real twigs with glue and dip in trays of salt or sugar; dangle bits of foil icicles from the twigs; etc.



Copy the poem onto experience chart paper and display next to the scene.

2. a) Find out if there are any legends about hibernation. If so, invite an elder to tell a legend.

b) Have students write their own legends about why bears hibernate.



3. Brainstorm and record a list of things that bears do to get ready for winter: (Remind students of things they learned from the wildlife officer.)

   e.g., The bear is getting ready for winter.
   It's time for it to:
   grow a warm coat.
   find a den.
   get really fat.
   get ready to hibernate.

   _____
   _____
   _____

4. Learn this song, then sing it in rounds:

   Bears Are Sleeping (to tune: Frere Jacques)

   Bears are sleeping, bears are sleeping,
   In their dens, in their dens,
   When spring comes, when spring comes
   They'll wake up, they'll wake up.

5. Learn the poem "Mr. Bear." Have one group chant the questions, and another group chant the responses.

Science/Social Studies	Teacher's Notes
*1. Make up a healthy menu for a black bear restaurant. 2. Classify the things that black bears eat: - plant/animal - land/water/air animals 3. Dissect the stomach of a black bear. Can you tell what it had eaten? *4. Find out how/where bears get their food.	These are possible activity ideas for this topic. They can be used in lessons you make up, as enrichment activities, or as learning centre activities. Most can be done in any language. Activities with an * are actually used in the sample lessons which follow. Spaces have been left for you to record your own activity ideas.

ACTIVITY IDEAS

TOPIC D: **FOOD**

Math	Language Arts
1. Graph how many things black bears normally eat that are plants/animals. 2. Graph which things black bears eat that each student likes to eat/doesn't like to eat. 3. Compare and graph sizes of things black bears eat: - small, smaller, smallest - large, larger, largest.	1. Make a word hunt with the names of different things black bears eat.

Music, Poems, Stories

*1. "The Very Hungry Black Bear"

Art

1. Make mobiles of various foods/things black bears eat that are good for them/aren't good for them.

Physical Education/Movement

1. Food hunt - Tape 2 large squares on the floor on opposite sides of the room. One player is the bear. S/he stands in the middle of the room. The other students stand in either one of the squares. Whisper the name of a bear food to each student. Tell the bear what kinds of foods are in the squares. The bear calls out the name of one of the foods. The students with that word run across the room to the other square, calling out their word. The bear runs after the students. If s/he catches one, that student also becomes a bear. The last student to be caught becomes the bear for the next game.

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Special Activities

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LESSON: **BLACK BEAR FOOD**

As this lesson emphasizes language related to science concepts, you may wish to teach it during your Science period.

English Vocabulary (* actually developed in this lesson)

* duck egg/s
* voles
* lemming/s
* mice
* fish
* carrion
* baby caribou
* baby moose
* baby sheep
* roots
* grass/es
* garbage (skidoo seats, rope, tents, rubber boots)

English Sentence Patterns (* actually developed in this lesson)

* Black bears will eat _____.
* _____ is/are good for black bears.
* _____ is/are bad for black bears.

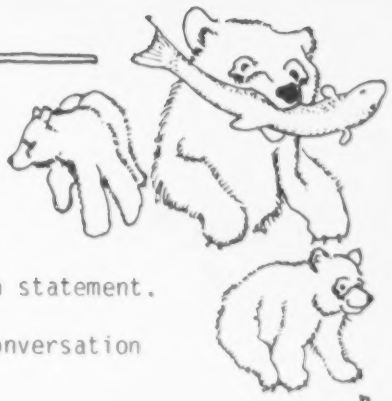
What does a black bear eat? A black bear eats _____.
What do black bears eat? Black bears/They eat _____.
Black bears like _____. Black bears don't like _____.
Black bears eat many things. They eat _____.
But they don't eat _____.

English Language Concepts (* actually developed in this lesson)

Plurals (noun + s)

Special Materials Required

Pictures of vocabulary items
Pocket chart pictures
"Window" book stencil



Concept Development/Language Exposure

1. Introduce vocabulary items using pictures:

   e.g., Black bears will eat fish.

   Place each picture in the pocket chart as you make each statement.

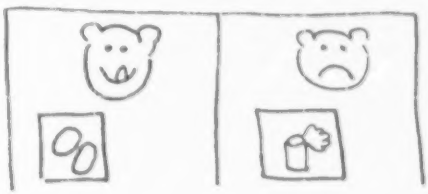
2. a) Use a black bear puppet or figure to carry on a conversation about the vocabulary items:

   e.g., Teacher: Black bears will eat eggs.
   Puppet: Mmm. Eggs are good for black bears.
   Teacher: Black bears will eat skidoo seats.
   Puppet: Yuck, skidoo seats are bad for black bears.
   etc.

   b) Categorize the items. Hold up each picture and make a statement about it:

   e.g., Eggs are good for black bears.
   Fish are good for black bears.
   etc.

   Garbage is bad for black bears.
   Skidoo seats are bad for black bears.
   etc.



   As you categorize, place the pictures on the appropriate side of a pocket chart.

Language Practice

L 1. True/false: Point to a picture in the pocket chart and make a statement about it. Students indicate (by a physical response) whether the statement is true or false.

L 2. Flashlight drill: Tape the pictures around the room. Make a statement: "Black bears will eat fish. Fish are good for black bears." Have a student shine the flashlight on the correct picture.

L 3. Hop the line: Make a line on the floor with masking tape. Line up the students along the line with their toes touching it. Assign a pattern for which students should listen (e.g., "_____ are good for black bears."). Hold up the pictures and make a statement about each. Each time students hear the assigned pattern they jump over the line.

L/S 4. a) Categorize the pictures in the pocket chart as in CD #2b). Have the students repeat each statement after you.

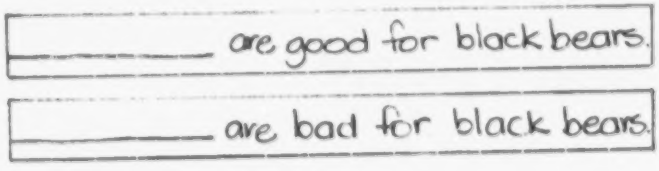
S b) When all pictures have been categorized, chant with students:

Eggs are good for black bears.
Grass is good for black bears.
etc.

Garbage is bad for black bears.
Rope is bad for black bears.
etc.

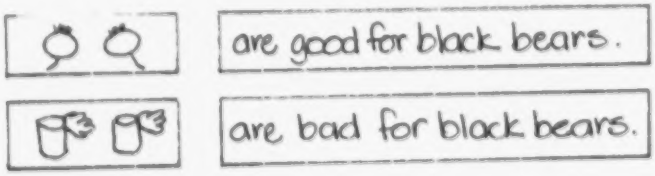
S c) Remove cards from pocket chart and distribute to students. Have each student place his/her picture in the pocket chart and make a statement about it.

S/R 5) Replace the faces in the pocket chart with sentence strips:



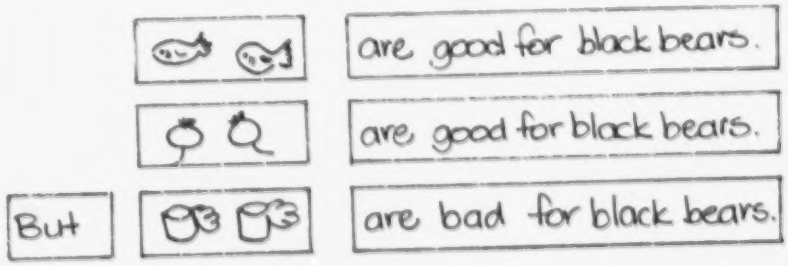
Categorize pictures. Chant with students (focus their attention on the print).

S/R/ 6. a) Make sentences using pictures and sentence strips:



Chant these with students. Have individuals read them.

b) Arrange the sentences to make paragraphs:

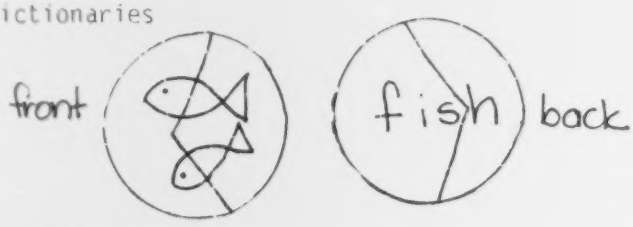


Chant with students.

R/W c) Have students copy the above onto chart paper and illustrate.

R 7. Do sight word activities with the vocabulary items:

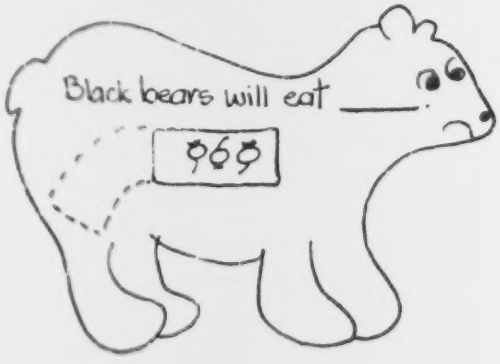
a) matching picture to word
b) place word beside picture in pocket chart activities
c) make the words using different media (fingerpaint, string, etc)
d) make picture dictionaries
e) make puzzles



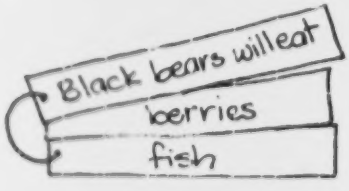
f) language master cards.

R 8. Repeat activity #6 using word cards in place of pictures.

R/W 9. Make "window" books in the shape of black bears. Use vanishing technique on successive pages.



R/W 10. Make sentence strip books. (Put them together with rings.)



Application

1. Brainstorm things that students will eat. Invite the nurse to discuss with the students which foods are good for them to eat and which ones are not. Have students prepared to ask questions as much as possible. Categorize these as you did with black bear foods. Have students make books about things that are good/bad for them. Have students share this information about foods with another class.

2. Make up a menu for a black bear restaurant.

THE VERY HUNGRY BLACK BEAR

As this lesson emphasizes language related to math concepts, you may wish to teach it during your Math period.

English Vocabulary (* actually developed in this lesson)

* days of the week	* hungry	* mice	* caribou
* numbers 1 - 5	* grass	* berries	
	* eggs	* fish	
	* roots	* garbage	

English Sentence Patterns (* actually developed in this lesson)

* What did he/the black bear eat on _____?
* On _____ he ate _____.

English Language Concepts (* actually developed in this lesson)

Special Materials Required

Outline figures
Pocket chart pictures
Flannelboard figures (for counting practice)
Puppet or Herman's Head

THE VERY HUNGRY BLACK BEAR

Based on the original The Very Hungry Caterpillar
by Eric Carle
Scholastic Book Services
Adapted by M. Gilmour and C. McGregor

On a cold stormy night a furry black ball slept in a den.
On Sunday morning the warm sun came up and - yawn! -
out of the den lumbered a very hungry black bear.
He started to look for some food.
On Monday he ate one root. But he was still hungry.
On Tuesday he ate two eggs. But he was still hungry.
On Wednesday he ate three mice. But he was still hungry.
On Thursday he ate four berries. But he was still hungry.
On Friday he ate five fish. But he was still hungry.
On Saturday he ate one baby caribou, and some garbage.
That night he had a stomachache!
The next day was Sunday again. The black bear ate some nice green grass,
and after that he felt much better.
Now he wasn't hungry anymore - but he was a BIG, FAT black bear!

Concept Development/Language Exposure

1. Review days of the weeks. (See unit It's About Time for activity ideas.)

2. Review number concepts (one, two, three, four, five): Place felt figures on flannel board. Count the figures with students.

3. Tell the story using the clothesline figures.

4. Tell the story again using small figures in a pocket chart. Have pocket chart labelled as a calendar. Place figures under the appropriate day as you tell the story.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	2	3	4			

5. Review the story by carrying on a conversation with a puppet or "Herman's Head." (Herman's Head - Decorate a box to look like a bear's head. Place a tape recorder inside the box. Prepare a tape with blank spaces on it so that when you play it, you can "talk" to the tape:

e.g., Teacher: "What did the bear eat on Monday? (This will be a blank on the tape.)
H.H.: "On Monday he ate one root.")

Language Practice

L 1. Counting: Teacher says one. Students hold up one finger.
Teacher says two. Students hold up two fingers.
etc.

L 2. Counting: Teacher directs student to find ____ objects. Student collects objects, then counts them.

L 3. Give each student a stencil showing things eaten in the story. Students cut them out. Students must hold up the correct number of the appropriate figures as teacher makes a statement.

L/S 4. Have all students except 'It' stand in a circle. 'It' stands outside the circle. Provide each with a picture of things that the bear ate. Ask 'It': "What did the bear eat on Tuesday?" 'It' looks around the circle at the pictures and makes a statement about one of them (does not have to be the same items as in the story): e.g., "On Tuesday he ate five mice." The student holding the picture of five mice begins to run around the outside of the circle with 'It' running after him. If s/he does not get back to his/her place before being caught, s/he becomes 'It'.

L/S 5) Substitution drill:

Teacher: "On Monday he ate two eggs. Five berries."
Student: "On Monday he ate five berries."

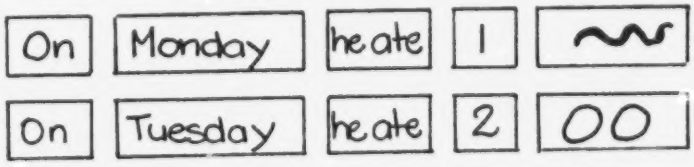
or

Teacher: "On Tuesday he ate three mice. Wednesday."
Student: "On Wednesday he ate three mice."

(Do this with the whole class or small groups before asking individuals to respond.)

L/S 6. Chain drill: Have students seated in a circle holding pictures. Ask the first student: "What did the bear eat on Sunday?" S/he looks at his/her picture and responds: "On Sunday he ate ___." S/he then asks question of next student, etc. (Substitute days of the weeks in order as you go around the circle.)

S/R 7. Retell the story using sentence strips and pictures in a pocket chart.

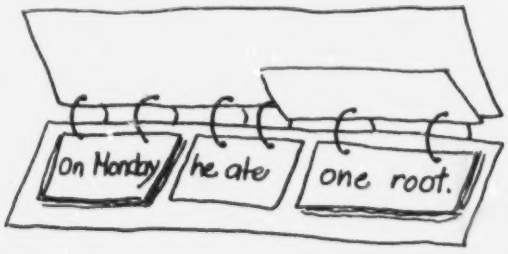


Remove some of the words and have students replace them as you read. Take the sentences apart and have students reconstruct.

R 8. Sight word activities:

a) Match word cards to pictures in pocket chart.
b) Scrambled words
c) Word puzzles
d) Feed the black bear: Decorate a box to look like a bear. Make a slit for his mouth. Pass out word cards to students. If they are able to read the words, they may "feed" them to the bear.

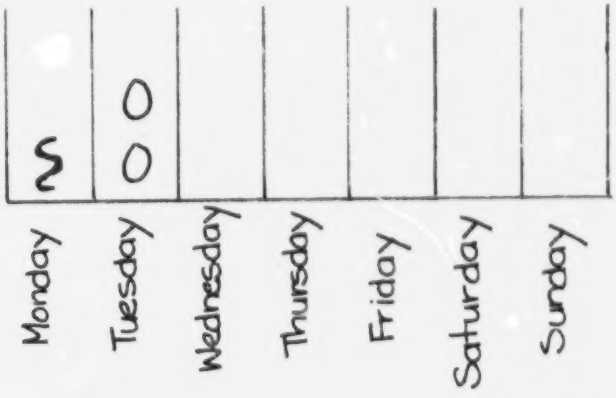
R/W 9. Make flip chart books entitled What Did The Black Bear Eat?



R/W 10. Make a Big Book with the students. Have them work in groups, with each group completing one page.

Application

1. Have students make picture graphs showing what the bear ate each day.



2. Talk about the places bears might go to look for food. Name specific bear foods and ask students where they find them. Write a poem with the information:

e.g., Bears eat berries.
They find them on bushes.

Bears eat garbage.
They find it in the dump.
etc.

Have students illustrate the poem.

3. Brainstorm foods that people eat. Have students use the story as a model to write stories about themselves. Use pattern:

On _____ I ate _____.

Science/Social Studies	Teacher's Notes
1. Find out when/where black bear cubs are born. 2. Find out how many cubs are born at a time. 3. Compare the ways in which bears and people take care of their young.	These are possible activity ideas for this topi . They can be used in lessons you make up, as enrichment activities, or as learning centre activities. Most can be done in any language. Activities with an * are actually used in the sample lessons which follow. Spaces have been left for you to record your own activity ideas.

ACTIVITY IDEAS

TOPIC E: **BEAR FAMILIES**

Math	Language Arts
1. Graph how many bears have been shot in your community this year. 2. Measure a bear rug to see how big a bear really is. If you can find more than one, compare sizes. 3. Make up problems which students can solve using bear cutouts. For example: - There are 10 bears living near Ft. Simpson. Hunters shoot 3 bears. How many are left?	1. Write to find out how much it costs to tan and mount a bear rug. 2. Make up tall tales about hunting bears (after listening to some elders tell real hunting stories, if possible). 3. Find out what traditional stories there are in your community about bears. 4. List Bear Safety rules. Design posters to promote the rules.

Music, Poems, Stories	Art
*1. "Three Little Bears"	

Physical Education/Movement	Special Activities
*1. Act out different ways of moving: crawling, swimming, wriggling, etc.	

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LESSON: **BLACK BEAR FAMILIES**

As this lesson emphasizes language related to science concepts, you may wish to teach it during your Science period.

English Vocabulary (* actually developed in this lesson)

* walk	* swim	* wriggle	* eat
* talk	* run	* growl	* hunt
* cry	* crawl	* play	* climb
* smile	* coo	* laugh	

English Sentence Patterns (* actually developed in this lesson)

* Babies can/can't _____. Can babies _____?
* Black bears cubs can/can't _____. Can black bear cubs _____?

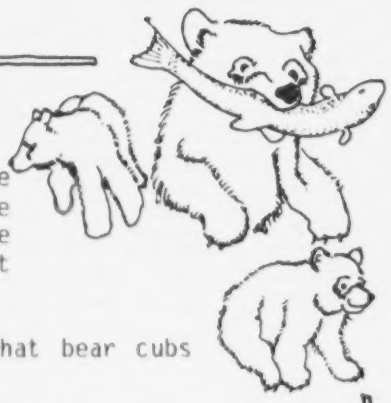
Our mothers take care of us by _____.
Black bears take care of their cubs by _____.

Babies depend upon their mothers for/to _____,
but black bear cubs can _____.
Black bear cubs depend upon their mothers for/to _____.

English Language Concepts (* actually developed in this lesson)

Special Materials Required

Pictures of babies doing various activities
Pictures of black bear cubs doing various activities



Concept Development/Language Exposure

1. a) Have the students recall things that they have seen babies do. As they mention one of the activities listed (English Vocabulary) display the appropriate class size picture. Make a statement about the picture: Babies can _____.

   b) Repeat this activity to brainstorm activities that bear cubs can do.

2. Compare the activities that babies and bear cubs can do:

   e.g., Hold up one of the pictures. Say: "Babies can cry. Can bear cubs cry?" Have students respond. Model the response using the pattern: "Bear cubs can't cry."

3. Set up a chart on the chalkboard using the pictures

cry	✓	X
eat	✓	✓
run	X	✓
swim	X	✓

Beginning with the first picture, ask "Can babies cry _____?" If answer is positive mark with a check mark; if negative, mark with an X. Model the response (e.g., "Babies can cry."). Repeat for bear cubs.

Continue in this manner until all pictures have been discussed.

Language Practice

L 1. Have students clap when they hear a specified word in a list of words:

e.g.: "Clap when you heard the word hunt."
"hide, hand, here, hunt, have."

L 2. a) Practice actions that depict each vocabulary item. Call out one of these; students must respond with the appropriate action.

L b) Call out a statement. If it is positive (Babies/Bear cubs can _____) students respond by performing the appropriate action. If it is negative (Babies/Bear cubs can't _____), students remain still.

L/S 3. Repetition drill: Refer to the charts (CD#3). Make statements about the various activities:

e.g., Babies can crawl.

Have students repeat immediately.

L/S 4. Substitution drill: Teacher models the pattern and provides both oral and visual clues for the substitution. Have students respond chorally, then individually:

e.g., Teacher: "Babies can crawl. cry" (hold up appropriate picture)
Students: "Babies can cry."

or

Teacher: "Babies can eat. Black bear cubs" (Hold up picture)
Students: "Black bear cubs can eat."

Eventually teacher may provide only the visual clue.

L/S 5. Hot Potato: Seat students in a circle. Pass a baby doll or a stuffed bear around the circle. When teacher claps, the student holding the doll/bear must answer a question:

e.g., Teacher: "Can babies hunt?"
Student: "Babies can't hunt."

L/S 6. Chain drill: Pass out pictures of the various activities to students. Teacher begins by holding up picture and asking a question of the first student. S/he responds, then holds up his/her picture and asks a question of the next student, etc. e.g.:

Teacher: "Can bear cubs laugh?" (Hold up picture)
1st Student: "Bears cubs can't laugh."
"Can babies swim?" (hold up picture)
2nd Student: "Babies can't swim."
etc.

L/S 7. Paste pictures of babies doing various activities on language master cards. Make a statement about the picture using the pattern: "Babies can/can't _____." Ask the question: "Can bear cubs _____?" The student answers the question. This could be done using bear cub pictures as well.

S 8. Charades: Have a small group decide which sentence they would like to act out. Allow them a few minutes to practice the actions. (They may use only body movements to act out the sentence.) The rest of the students must attempt to guess the sentence that is being dramatized.

S/R 9. a) Write questions on sentence strips. Place them, one at a time, in a pocket chart. Read them to students, then have them read along with you as you point to the words.

Have students respond to the questions. Record the responses on sentence strips and place next to the questions.

Can babies crawl?	Babies can crawl.
Can babies cry?	Babies can cry.

etc.

Have students attempt to identify specific words:

e.g., Show me the word 'babies'.
How many times do you see the word 'can'?

b) Do sight word activities

- matching word to picture
- scrambled words
etc.

c) Cut the sentence strips into words. Have students attempt to reconstruct question/answer pairs.

S/R 10. Make lists on experience charts of things babies and black bear cubs can/can't do. Chant.

Black bear cubs can run .
walk
play
growl
hunt
swim

Black bear cubs can't cry .
coo
laugh
smile
talk

Babies can play .
cry
coo
laugh
smile
crawl

Babies can't run .
growl
hunt
swim

R 11. Make up a stencil showing questions with two possible answers. Students must circle the correct statement:

e.g., Can black bear cubs smile?
Black bear cubs can smile.
Black bear cubs can't smile.

Allow students to refer to charts (Act.#9).

W 12. Have each student pick one sentence from charts in act.#10 to copy and illustrate.

Application

1. Divide class into four groups. Have each group work on a mural to accompany one of the charts (Act.#9). They may then copy the sentences from the charts onto the murals.

2. Have students make books of things they can/can't do.

I can _____. I can't _____.

Have students share their books with each other and discuss them.

THREE LITTLE BEARS

As this lesson emphasizes language related to literature, you may wish to teach it during your Language Arts period.

English Vocabulary (* actually developed in this lesson)

* blink	* gobble	* walk	* run
* waddle	* gallop	* swim	* sleep
* paddle	* snuggle	* eat	* hide
* shake		* dry off	

English Sentence Patterns (* actually developed in this lesson)

* "Come and _____," said Mother bear.
* And, _____, _____, _____, they did.

English Language Concepts (* actually developed in this lesson)

Use of quotation marks

Special Materials Required

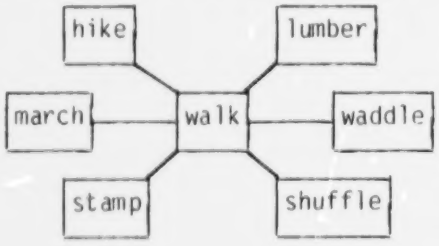
Illustration of Mother bear and three little bears

LESSON: **THREE LITTLE BEARS**
Based on the original Three Little Ducks
by June Melser and Joy Cowley
A Story Box Book
Adapted by C. McGregor and M. Gilmour

Blink! Blink! Blink!
One little bear,
two little bears,
three little bears
came out of the den.
Mother Bear looked after them.
"Come and walk," said Mother bear.
And shuffle, shuffle, shuffle, they did.
"Come and swim," said Mother bear.
And paddle, paddle, paddle, they did.
"Come and dry off," said Mother bear.
And shake, shake, shake, they did.
"Come and eat," said Mother bear.
And gobble, gobble, gobble, they did.
"Come and run," said Mother bear.
And gallop, gallop, gallop, they did.
"Come and sleep," said Mother bear.
And snuggle, snuggle, snuggle, they did.
"Come and hide," said Mother bear.
And very, very quietly, they did.

Concept Development/Language Exposure

1. After viewing a film which depicts bears performing various behaviours, discuss the ways in which they move. Brainstorm words to describe each action. Introduce new vocabulary (e.g., gallop, shuffle, paddle, etc.) if students do not produce these words.



2. Tell the story showing the picture and acting out appropriate actions.

3. Practice the actions with students. Use sentence patterns incidentally as you practice.

4. Retell the story, choosing three students to act as the little bears. Model the actions which they are to perform.

Language Practice

L 1. Cross-over: Have students stand in two lines facing each other. Have one student stand in the centre between the two lines. Tell the students to listen for a specific word/pattern from the lesson. When they hear that word/pattern, two students that you name (one from each side) should change places while the student in the middle attempts to reach one of the vacated spaces first.

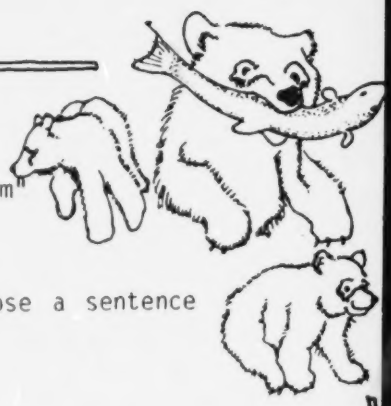
L 2. Same/different: Have students listen for word pairs that are the same or different. When they hear a word pair that is different have them clap their hands:

e.g., snuggle/snuggle, shuffle/shuffle, gobble/gallop, paddle/paddle

L 3. a) Tell the story. Have students perform appropriate actions as they are mentioned.

b) Call out one of the vocabulary items. Have students perform the appropriate action.

L/S 4. Spin the bottle: Whoever the bottle points to repeats a sentence given by the teacher.



L/S 5. Substitution drill: e.g.,

Teacher: "Come and walk," said Mother bear. "Swim"
Students: "Come and swim," said Mother bear.
etc.

L/S 6. Students listen to a sentence. They then choose a sentence that follows the first:

e.g., "Come and eat," said Mother bear.

And paddle, paddle, paddle, they did.
And gobble, gobble, gobble, they did.
And shuffle, shuffle, shuffle, they did.

S 7. Divide students into two groups. One will say Mother bear's lines (e.g., "Come and _____," said Mother bear.) The other will say the remaining lines and perform appropriate actions (e.g., And ____, ____, _____, they did.).

S/R 8. a) Make up seven sets of sentence strips as shown:

"Come and _____," said Mother bear.

And _____, _____. _____, they did.

Place one set in the pocket chart. Ask students to tell one thing that Mother bear said. Write the word on a card and insert it in its place.

"Come and **walk** ," said Mother bear.

Ask students to recall what the little bears did. Write this word on three cards; insert them in their places.

And	**shuffle**	**shuffle**	**shuffle**	they did.

Read the sentences chorally, pointing to each word as you say it. Repeat for other verses.

b) Do sentence strip activities:

- cover over words (or remove) in the sentences; ask students to read the sentence filling in the missing word/s.
- have students point to specified words.
- cut up sentence strips and have students reconstruct.

R 9. Place all action word cards (e.g., walk, paddle, eat, etc.) in a box. Student picks a card, reads it, then performs the action. The rest of the class must guess what the word is.

W 10. Prepare stencils for individual books using vanishing technique.

pg 1. "Come and _____," said Mother bear.
And shuffle, shuffle, _____, they did.

pg 2. "Come _____ _____," said Mother _____.
And paddle, _____, _____, they did.
etc.

Provide a model (in pocket chart or written on an experience chart).

Application

1. Mural story: Have students work in small groups. Each group selects one verse to illustrate on a mural. They may then copy the sentences below their illustration.

2. Make a Big Book about things mothers might ask the students to do. Brainstorm ideas with the whole class first.

- splash, splash, splash
do the dishes - wash, wash, wash
- scrub, scrub, scrub

"Come and do the dishes," said my mother.
And scrub, scrub, scrub, I did.

Have each student or a pair of students work on one page of the book.

3. Discuss why cubs are hiding at the end of the story and who they are hiding from. Have students make pictures showing why the cubs are hiding, and what might happen if they are found.

Science/Social Studies

*1. Invite a wildlife officer to your classroom to discuss bear safety and conservation.
2. What parts of a bear do people eat? How are these prepared?
3. How do/did people use bears?
4. What equipment do/did people use to hunt bears?

Teacher's Notes

These are possible activity ideas for this topic. They can be used in lessons you make up, as enrichment activities, or as learning centre activities. Most can be done in any language. Activities with an * are actually used in the sample lessons which follow. Spaces have been left for you to record your own activity ideas.

ACTIVITY IDEAS

TOPIC F: **PEOPLE AND BEARS**

Math

Language Arts

Music, Poems, Stories

*1. "Go Home"
2. "Going On A Bear Hunt"
3. "Madgy No More"
*4. "One Bear, Two Bears"

Art

*1. Make posters about bear safety and conservation.
2. Make bear teeth and claws from papier mache. Use these to make jewelry.

Physical Education/Movement

1. Choose several students to be hunters; the rest will be bears. Each bear has a cloth tail. The hunters try to catch a bear by removing its tail. The hunters then take their caught bears back to their own corner and try to catch another. The hunter with the most bears is the best hunter.
2. Hunter Stalks Bear: Choose one student to be a hunter and one to be a bear. Give each a shaker. All other students form a circle around the hunter and the bear. Blindfold the hunter. He must try to locate the bear by shaking his shaker. The bear must respond by shaking his also. When the hunter finds and touches the bear, two new players are chosen from the circle.

Special Activities

1. Present class with various situations. Brainstorm solutions to the problems posed.
   e.g., a) You are walking in the bush. Suddenly you see a bear ahead. What do you do?
   b) You are a mother bear with two young cubs. Two people walk into your territory. What do you do?
   etc.

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LESSON: **GO HOME**

As this lesson emphasizes language related to literature, you may wish to teach it during your Language Arts period.

English Vocabulary (* actually developed in this lesson)

* bear	* fox	* hunter
* moose	* hare	* rug
* caribou	* porcupine	
* fish		

English Sentence Patterns (* actually developed in this lesson)

* "Go home," said the _____.
* "_____," said little bear.

English Language Concepts (* actually developed in this lesson)

Use of quotation marks

Special Materials Required

Outline figures - large (for clothesline story)
- small (for stick puppets)

"Filmstrip" stencil

Small boxes to make "filmstrip viewers"

LESSON: **GO HOME**
Based on the original Little Pig
A Story Box Book
Shortland Publication 1980
Adapted by M. Gilmour and C. McGregor

"Go home," said the moose.
"No," said little bear.

"Go home," said the caribou.
"No," said little bear.

"Go home," said the fish.
"No," said little bear.

"Go home," said the fox.
"No," said little bear.

"Go home," said the hare.
"No," said little bear.

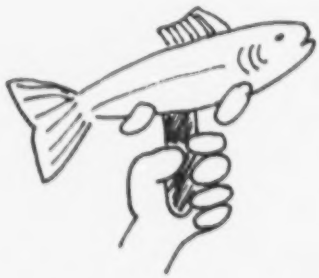
"Go home," said the porcupine.
"No," said little bear.

"Go home," said the hunter, "or I'll make you into a rug."
"Yes, I will," said little bear. And he did!

Concept Development/Language Exposure

1. Tell the story using clothesline figures.

2. Have the students make stick puppets of the characters in the story. Review the name of each.



Language Practice

L 1. Have students hang the appropriate figures on the clothesline as you tell the story. (Variation: Have students hold up the appropriate stick puppets.)

L 2. Ask students to listen for a phrase or sentence. When they hear it they must stand up:

e.g., "Go home" - Go to sleep/Go away/Go home/Go to school

This may be done with several phrases. The phrase may also be placed within a sentence:

e.g., "Go away," said the fish.
"Go home," said the hunter.
"Go to sleep," said the moose.

L 3. Arrange one less chair than there are students in a circle. Students walk around the outside of the circle. Begin to tell the story. When you say "Go home," said the hunter, "or I'll make you into a rug.", the students must try to find a chair to sit on. The student without a chair is out. After each round, remove one chair. (After more listening and speaking practice, one of the students may become the storyteller. After each round, the student left without a chair will become the new storyteller.)

L/S 4. Chant the story:

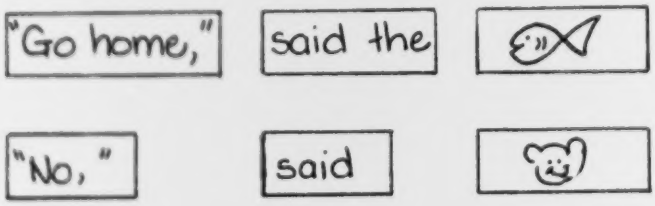
Teacher: "Go home," said the fish.
Class: "No," said little bear.
etc.

S 5. Have students stand in a circle holding hands. One student stands in the centre. The students call out "'Go home,' said the _____." and the student in the centre responds "'No,' said little bear.'" When the students say the phrase "'Go home,' said the hunter, 'or I'll make you into a rug.'", the student in the centre responds "'Yes, I will,' said little bear." S/he then runs between two students, trying to break through their arms.

S 6. Have students make "filmstrips" about the story. (Use stencil; cut out each segment and tape together. Prepare a small box to use as a filmstrip viewer in the same way that you would for a TV story.)

S 7. Have students act out the story using their stick puppets.

S/R 8. a) Place sentence strips in the pocket chart as you tell the story. Point to the words as you say them.



Chant the story several times. Have individuals attempt to read it.

Note: If you wish to replace the picture cards with word cards, be sure to do several sight word activities with that vocabulary.

b) Take the sentence strips out of the chart and scramble. Have students reconstruct the sentences.

R/W 9. Have students work in groups to make a Big Book.

W 10. Prepare individual booklets using vanishing technique and have students illustrate.

Application

1. Brainstorm ideas for a new story based on the model. Write one story as a group, then have individuals or groups write their own:

   e.g., "Go to school," said the Mother.
   "No," said _____.

   "Go to school," said the Father.
   "No," said _____.

2. Learn the poem "One Bear, Two Bears" by W. Stephenson. Act it out!

LESSON: **BEAR SAFETY**

As this lesson emphasizes language related to social studies concepts, you may wish to teach it during your Social Studies period.

English Vocabulary (* actually developed in this lesson)

English Sentence Patterns (* actually developed in this lesson)

* You should _____.
* You shouldn't _____.

English Language Concepts (* actually developed in this lesson)

contractions (shouldn't)

Special Materials Required

Bear puppet
Snakes and Ladders gameboard

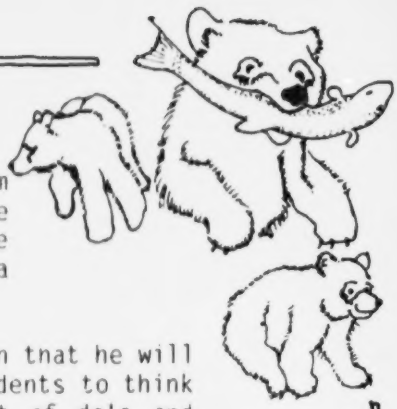
SAFETY RULES

You should:

- make noise when you walk in the bush
- keep your campsite clean
- store food away from your tent
- watch for signs for bears (tracks, scat, damaged trees)

You shouldn't:

- go near bear cubs
- camp near animal trails
- run from a bear
- play near garbage dumps



Concept Development/Language Exposure

1. Invite the local wildlife officer into your classroom to discuss bear safety. You may also wish to invite other people from the community to join the discussion. Try to find someone who can talk about a real experience with bears to initiate the discussion.

2. Introduce students to your safety bear puppet. Explain that he will help them learn how to be safe around bears. Ask students to think of a name for him. Use the puppet to develop a list of do's and don'ts with the students. Go over the list using the appropriate sentence pattern with each item.

Language Practice

L 1. Safety Bear Says (like Simon Says): Have students stand on a line of masking tape facing the teacher. Have the puppet make a statement preceded by the words "(Puppet's name) says." Then the students may take one step forward:

e.g., (Puppet's name) says, "You should keep your camp clean."

If the puppet does not use the words "(Puppet's name) says," the students must not move. Any students who do make a movement must return to the line:

e.g., "You shouldn't keep food near the tent."
Students do not move.

L 2. Hop the Line: Make a line on the floor with masking tape. Have students stand on the line. If you or the puppet make a statement beginning with "You should," they must hop forward; if the statement begins with "You shouldn't," they must hop backward.

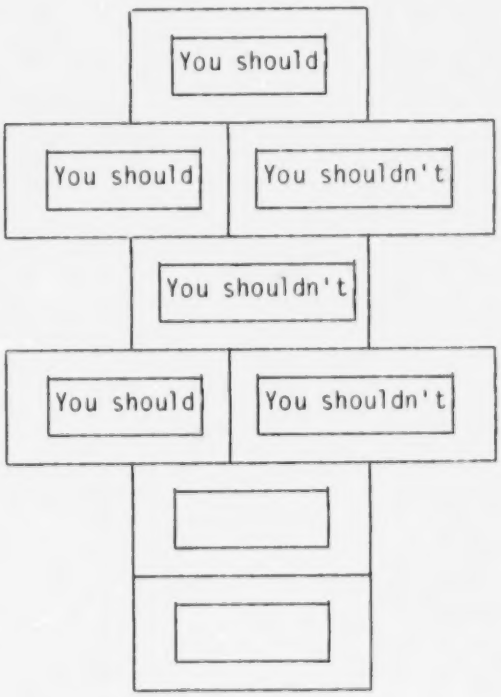
L/S 3. Gossip: Teacher/Puppet begins by whispering a statement in first student's ear. S/he whispers the same statement to the next student, etc. The last student must repeat the statement aloud.

S 4. London Bridge: Have two students form the bridge. The other students go under the bridge as music plays. When the music stops, the student trapped on the bridge must say one of the safety rules using the sentence pattern.

S 5. Make a Snakes and Ladders game (use bears and skidoos). When students land on a bear picture they must make a statement about safety using one of the patterns. If their statement is correct they can ride a skidoo to another box.

S/R 6. Have students dictate safety rules. Record on experience charts. Read over the charts with students. Have students identify the words "You should" and "You shouldn't."

S/R 7. Hopscotch: Make a hopscotch on the floor with masking tape. Place flashcards in the squares. Student tosses a beanbag onto one square, then hops to that square and makes a statement using the words from the flashcards. S/he then retrieves the beanbag and hops back.



Application

1. Have each student design a poster illustrating one of the safety rules. They may then dictate a sentence (using sentence pattern) to the teacher explaining the poster which may be copied onto the poster. Have students display their posters and make a presentation to another class/parents about bear safety.

Science/Social Studies	Teacher's Notes
*1. Learn about other kinds of bears: - what they look like - where they live - what they eat *2. Compare sizes/shapes/colours of other bears. 3. Locate on a map where the various types of bears live.	These are possible activity ideas for this topic. They can be used in lessons you make up, as enrichment activities, or as learning centre activities. Most can be done in any language. Activities with an * are actually used in the sample lessons which follow. Spaces have been left for you to record your own activity ideas.

ACTIVITY IDEAS

TOPIC G: **OTHER BEARS**

Math	Language Arts
132	*1. Do phonics activities with words that being with 'b.'

Music, Poems, Stories

1. Students might enjoy extending the unit to fictional bears such as Winnie the Pooh and/or teddy bears. Find out what songs, stories, fingerplays and other bear books are in your library , or what films from your resource centre are available.
2. "Grizzly"
3. "If You Ever"
4. "Bear! Bear!"
*5. Bozo Bear

Art

1. Make mobiles showing the different types of bears.
*2. Make murals or dioramas showing the various bears in their environments.

Physical Education/Movement

134

Special Activities

135

LESSON: **BOZO BEAR**

As this lesson emphasizes language related to literature, you may wish to teach it during your Language Arts period.

English Vocabulary (* actually developed in this lesson)

* black	* back	black bear
* brown	* ground	grizzly bear
* white	* fright	polar bear

English Sentence Patterns (* actually developed in this lesson)

* Bozo is a baby bear.
  Bozo's fur is _____.
  Bozo is a baby bear.
  He fell _____.
  Oh dear. Oh dear.
  He fell _____.

English Language Concepts (* actually developed in this lesson)

Special Materials Required

Pictures of different types of bears
Flannelboard figures

Bozo Bear
(From Srini Reddy)
Adapted by C. McGregor and M. Gilmour

Bozo is a baby bear.
Bozo's fur is black.
Bozo is a baby bear.
He fell and broke his back.
Oh dear. Oh dear.
He fell and broke his back.

Bozo is a baby bear.
Bozo's fur is brown.
Bozo is a baby bear.
He fell onto the ground.
Oh dear. Oh dear.
He fell onto the ground.

Bozo is a baby bear.
Bozo's fur is white.
Bozo is a baby bear.
He fell and got a fright.
Oh dear. Oh dear.
He fell and got a fright.

Concept Development/Language Exposure

1. Look at pictures of different types of bears displayed on the blackboard (grizzly, black, brown, polar, etc.). Discuss colour of bears, parts of body, fur, etc. Incorporate vocabulary from poem in discussion as much as possible. Try to include pictures of mother bears and bear cubs (baby bears) as well.

2. Present poem orally to the class using flannelboard figures of different coloured bears. Demonstrate meaning of 'back' and 'ground,' and 'fright' by role playing. Recite the poem again with appropriate actions.

Language Practice

L 1. Give students a stencil with pictures of three bears for them to colour or have students make their own bears freehand. Recite poem again. Students hold up appropriate bear for each verse and role play what happens to each. Through this activity you can make sure students understand the poem.

L 2. a) Same/Different: Have students listen to a series of sentences to decide if they are the same or different:

e.g., Bozo is a baby bear./Bozo is a baby pear.
He fell and broke his back./He fell and broke his pack.
He played with Pat./He played with bat.
He took a bike to the airstrip./He took a hike to the airstrip.

L/S b) Repeat the above activity. If students decide that the sentences are different, they repeat the correct sentence.

L 3. Tell students to listen for a specified word (e.g., "bear"). Recite the poem. Whenever students hear the word, they should stamp their feet quietly.

L/S 4. Recite the poem, omitting key words. Students provide these:

e.g., Teacher: "Bozo is a baby _____."
Students: "bear"

S 5. Divide students into three groups. Have each group pick one colour bear to make. Each student in that group makes a bear mask that colour. Recite the poem with each group saying the verse that goes with its colour mask.

S 6. Beanbag Toss: Class stands in a circle. Teacher recites the first line of the poem, i.e., "Bozo is a baby bear.", and tosses the beanbag to a student. S/he catches the beanbag, recites the second line, and tosses the beanbag to someone else. Continue in this way until the entire poem has been recited.

S/R 7. As you recite each line of the poem put up a sentence strip showing that line in print. Read the whole poem over again when all the strips are up. Have students read with you.

R 8. Have students locate specified words/sentences on the strips. (Or have them match word cards to words on the strips.

R 9. Distribute sentence strips to students. Have them "rebuild" the poem as you chant it together.

R/W 10. Make up pages for a book about Bozo Bear. Students fill in omitted words. Keep sentence strips on the wall for those who need help spelling the words.

Bozo is a baby bear.
____'s fur is _____.
____ is a _____ _____.
He fell and broke his ____.
Oh dear. ___ dear.
__ ____ ___ _____ ___ ____.

____ is a ____ _____.
____'s fur is _____.
____ is a ____ _____.
He fell onto the _____.
___ dear. ___ dear.
__ ____ ____ ___ _____.

Application

1. a) Brainstorm other words to describe Bozo's fur: texture, length, thickness, etc. Make up new verses about Bozo with the students, using different descriptive words and body parts.

Bozo is a baby bear.
Bozo's fur is (thin, dry) .
Bozo is a baby bear.
He fell and broke his (chin, thigh) .
Oh dear. Oh dear.
He fell and broke his (chin, thigh) .

b) Students each make up their own verse, draw a picture of the bear, and write out the verse. They can add these to the books they made in LP #10.

2. Do various phonics activities with words that start with 'b':

   a) Recite the poem. Students raise their hands each time they hear a word that starts with the same sound as "bear."

   b) Have students sit in a circle. Pick a word that starts with 'b' and say: "Bicycle begins with 'b.' What else begins with 'b'?" The student sitting next to you repeats your words and adds another: "Bicycle and bear begin with 'b.' What else begins with 'b'?" The next student repeats both words and adds another word, and so on.

   c) Brainstorm a list of words that begin with 'b' and record them on word cards. Categorize the words. Add any new words you can think of that fit in the categories.

Transportation	Toys	Land	People	Food
bike	ball	bush	boy	banana
boat	bat	bank	baby	berry
barge	bead	bay	brother	beans
bus	book			beef
				butter

   Divide the class into groups; one group for each category. Each student in the group chooses one word from that category to make on paper using macaroni, cloth, yarn or some other junk material. Make the words from each group into a mobile to hang in the room. Each student makes up a sentence (using his word) to tell the class when mobiles are displayed.

LESSON: **TYPES OF BEARS**

As this lesson emphasizes language related to science concepts, you may wish to teach it during your Science period.

English Vocabulary (* actually developed in this lesson)

* grizzly bear * brown bear * polar bear
* black bear

English Sentence Patterns (* actually developed in this lesson)

* How is a black bear different from a _____ bear?
* A black bear has _____. A _____ bear doesn't. A _____ bear has _____.
* How is a black bear the same as a _____ bear?
* A black bear _____. So does a _____ bear.

A black bear is different from a _____ bear because _____.

A black bear is the same as a _____ bear because _____.

English Language Concepts (* actually developed in this lesson)

Special Materials Required

Pictures of types of bears

Concept Development/Language Exposure

1. a) Introduce each type of bear to students using pictures, films, filmstrips, etc. Give a brief description of its appearance, behaviour, where it lives, what it eats, etc. Have students discuss similarities and differences between polar bears and other bears. List ideas on a chart.

	Same	Different
Black Bear	· has 2 eyes	· fur is black
Polar Bear	· has 2 eyes	· fur is white

b) Review ideas from the charts modelling the sentence patterns:

e.g., How is a grizzly bear the same as a polar bear?

A polar bear has four legs. So does a black bear.

A polar bear has thick fur. So does a black bear.
etc.

How is a black bear different from a polar bear?

A polar bear has white fur. A black bear doesn't. A black bear has black fur.

A polar bear eats seals. A black bear doesn't. A black bear eats fish.
etc.

Repeat for each type of bear.

Language Practice

L 1. Change game: Have students stand in pairs, back to back, with elbows interlocked. Specify a word or sentence that students are to listen for. When they hear it they must find a new partner. E.g.,

Change partners when you hear "grizzly bear."
"polar bear, black bear, grizzly bear, brown bear"

L 2. Tape the bear pictures around the classroom. Call out the name of one of the bears. Students point to the appropriate picture.

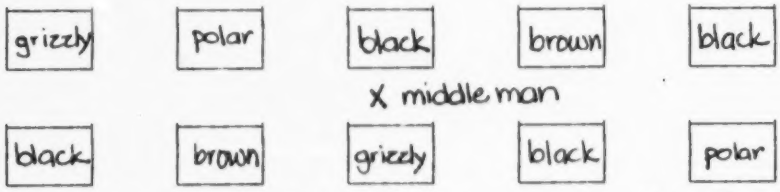
L/S 3. Spin the bottle: Say one of the vocabulary words and spin the bottle. When it stops spinning, the student to whom it is pointing repeats the vocabulary word.

S 4. Hot potato: Pass a picture around the circle in time to music. When the music stops, the student holding the picture must name the bear picture.

S 5. Hopscotch: Make a hopscotch on the floor with masking tape. Place pictures of the bears in the squares (one per square). Student tosses a beanbag onto one square. As s/he hops to that square s/he names each of the bears that s/he hops on.

S 6. Concentration game: Make up a set of cards (4 of each bear) and place them face down on the floor. Student must turn up two cards and say the names of the bears pictured. If they are the same, s/he may keep them; if different, s/he must return them to the face down position.

L 7. Middle man: Place two sets of the bear pictures on the floor in lines opposite each other.



The teacher calls out a statement comparing the polar bear to another bear.

E.g., A black bear has black fur. A polar bear doesn't.

The students standing on the pictures of the grizzly bear must attempt to change places before the middle man can take one of their positions. (To increase difficulty: Have student change places only if the statement compares similarities.)

L 8. True/false: Hold up a picture of a black bear and a picture of one other bear. Make a statement comparing the two. Students decide whether the statement is true or false.

L/S 9. Gossip: Teacher begins by whispering one of the sentence patterns to first student. That student whispers it to the next student and so on until it has been whispered to all of the students. The last student must repeat the pattern aloud.

L/S 10. Paste pictures of different kinds of bears on language master cards. Make 5-10 cards for each kind of bear. Make a statement about the bear (a different one on each card) using one of the patterns, e.g., A grizzly bear has brown fur. Students listen to the statement and repeat it if it is true. If it is false they say nothing. (This can be done in small groups or individually.)

S 11. Using the chart from CD/LE#1, ask a question:

e.g., How is a grizzly bear the same as a black bear?

Students provide responses using the pattern:

e.g., A black bear eats fish. So does a grizzly bear.

Make this into a chain drill by having students ask each other the question and providing their own answer using information from the chart.

R 12. Do sight word activities with vocabulary items.

R 13. Repeat activity #11. Write responses on an experience chart.

How is a black bear different from a polar bear?
A black bear has white fur. A polar bear doesn't.
A black bear eats seals. A polar bear doesn't.
A black bear hunts whales. A polar bear doesn't.

How is a black bear the same as a polar bear?
A black bear has four legs. So does a polar bear.
A black bear eats fish. So does a polar bear.
A black bear has big feet. So does a polar bear.

Read over the experience chart with the group. Have individual students try to identify specified words or phrases:

e.g., Can you point to the words "So does a polar bear."?
Can you point to the words "the same as"?

R 14. Cut up the charts to make Big Books (one line per page). Have students illustrate.

W 14. Have students practice writing the vocabulary items using various media: paint, yarn, plasticene, etc.

Application

1. Have students compare themselves to bears. Brainstorm ideas with the whole class first, then have individuals write books.

   I have ____. A ____ bear doesn't.

   I eat ____. A ____ bear doesn't.

2. Divide students into groups, one for each type of bear. Have each group make a mural or diorama showing the bear, where it lives, what it eats, etc. Encourage students to use language from the unit as they work.

   A _____ bear has _____.
   So does a _____ bear.
   A _____ bear has _____.
   So does a _____ bear.

CULMINATING ACTIVITIES

1. Ask students, "What does a bear have?" Record their responses on individual sentence strips. Place the sentence strips in a pile. Make a cover that says, A **bear has.** Staple the pages together. Read the book with students. Place it in your reading centre. Write other books about bears by asking questions such as:
   What does a bear eat?
   What can a bear do?
   Where does a bear live?

2. Brainstorm ideas about bears to use in building a poem following this model:

   Bears here, bears there
   Bears, bears, everywhere!

	_____ bears	_____	
What do the	_____ bears	_____	What are the
bears look like?	_____ bears	_____	bears doing?
	_____ bears	_____	

   Bears _____
   Bears _____ Where are
   Bears _____ the bears?
   Bears _____
   Bears! Bears! Bears!

3. Compare human activities to those of bears:

   I eat _____, but the bears eat _____.
   I go sliding in the winter, but the bears _____.
   etc.

4. Place the **BEARS** card at the top of the pocket chart. In the next pocket add an adjective and repeat the animal name. In the next pocket add another adjective and repeat the previous line. Continue adding until you run out of ideas:

   e.g.,

   Bears
   Black bears
   Big black bears
   Fierce big black bears

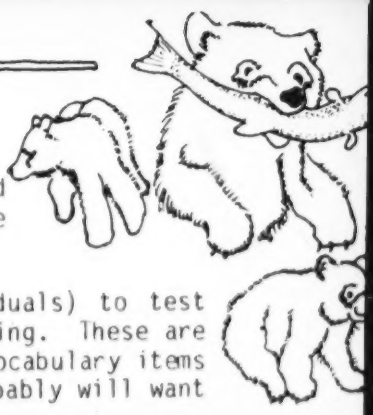
   Chant the poem you've built!

5. Have students complete the sentence, "If I were a bear I would _____." Have them illustrate their sentences. Put them together to make a class book.

6. Have students pretend they are bears. Brainstorm a list of things that make them happy. Use the list to compose a poem:

e.g., To a bear, happiness is:
A stream full of fish,
A nest of duck eggs,
A blueberry patch,
A garbage dump,
And a full belly.

Have students illustrate the poem.



EVALUATION ACTIVITIES

It is important to assess what your students have learned during this unit. The following activities evaluate language and concepts.

You can do them orally (in small groups or with individuals) to test listening and speaking or on paper to test reading and writing. These are only suggestions; you can substitute different content or vocabulary items to make them more appropriate for your students. You probably will want to include many other activities as well.

1. Tell or give the students four or five words or phrases. Have them indicate which do not belong.

   black bears: white fur sharp claws long snout round ears short tail

2. Tell or give the students sentence beginnings to match to sentence endings.

You should	go near bear cubs
You should	keep your camp clean
You shouldn't	make noise when you walk in the bush.

3. Tell or give the students the beginning of a sentence and a number of possible sentence endings. They indicate which sentence endings are appropriate for the sentence beginning.

Black bears live	on the tundra.
	on the ice floes.
	in the bush.
Black bears eat	cranberries.
	garbage.
	fish.
	carrion.
	walrus.

4. Tell or give students a simple story about a bear. Deliberately make some mistakes in the story. Students try to catch your mistakes and correct them.

5. Give the students a picture of a bear. They label as many parts of it as they can and write or tell about what it eats, where it lives, etc.

GOING ON A BEAR HUNT

(Source Unknown)
Adapted by M. Gilmour, C. Lane, C. McGregor

Do you want to go on a bear hunt?
Okay. Let's go. Follow me . . .

Open the door. (Spread arms apart)
Out we go. (Pat hands on legs to make walking noise)

Jump on the skidoo. Start it up. (Pretend to pull cord)
Putt, putt, putt.

Through the bush. Going real fast. Hold on! (Pretend you are sitting behind the driver and have to hang onto him)
Vroom. Vroom.

Across the river.
Slip, slide. Slip, slide. (make sliding noises on floor with feet)

Oh! Oh! There's a big crack - water!
Have to swim across. (Make swimming motions)

The water's cold.
Brr, brr. (Make shivering motions)

Up the bank.
Shake! Shake! (Make shaking motions)

Through the snowdrifts, (Clomp feet on the floor)

Up the hill.
Puff, puff, puff.

Looking for bears. (Put hand over eyes, look around)
No bears! (Shake head)

Down the hill. (Slap hands on chest)

Through the snow again. (Clomp feet on floor)

Look! There's a cave. (Point)
Let's go in. Shhh!

It's dark in here. (Close eyes and feel around)
I feel something furry! (Touch next person's hair)

It's a bear! Get your gun!
I forgot it. Let's run!

Out of the den (Repeat same motions as before)
Through the snow
Up the hill
Down the hill
Through the snowdrifts

Down the bank
Into the water
Across the river
Through the bush
On the skidoo
Into the house
Slam the door

Whew! We made it! Let's have a cup of tea.
Slurp, slurp, slurp (Make drinking motions.)

I NEVER SAW YOU, BEAR

By Nancy Prasad
from: Birch Bark
McGraw-Hill Ryerson Ltd., 1984

I never saw you, bear,
In the raspberry patch
When we went picking berries,
Using straw hats for baskets.

But I saw where someone
Rolled over and flattened
All the grass in one spot.
Bear, was that you?

I did not see you, bear
In the fields or meadows
Where we roamed and filled
Our arms with daisies and cornflowers.

But I saw clumps of grass
Pulled back, where someone
Scratched for small, white grubs
And tore a stump apart for ants.

I never saw you, bear,
In the cool days of autumn
When we pressed bright leaves in books
From birch trees and maples.

But piles of leaves were pushed aside
Under oak trees, in the shade.
In search of acorns, you sniffed and pawed.
I know bear, it was you.

I found no trace of you in winter.
While I made snowmen and skated,
You curled up in your dark, dark den
And dreamed of nuts and berries in the spring.

Almost every day this year
I saw by signs
That you were near,
But I never saw you, bear.

BEST COPY AVAILABLE

BEAR
By Barbara Rennick
from: Birch Bark
Unicorn Reading Series
McGraw-Hill Ryerson Ltd., 1984

Days shorten and grow cold.
Bear lumbers up the mountain
Head swaying from side to side,
He waddles, fat and lazy,
To his den.

Snow covers all.
Gales howl around the mountain.
Paws covering his nose,
Bear slumbers, safe and cozy,
In his cave.

Sun melts the ice.
Birds sing upon the mountain.
Snout sniffing at the air,
Bear exits, mean and hungry,
From his lair.

ONE BEAR, TWO BEARS
by W. Stephensen

One bear and two bears
Had a little talk;
One bear and two bears
Went for a walk.

They came to the bush
And climbed up a tree
There a lucky hunter
Shot all three!

SITTING BY THE SLOUGH

By W. Stephensen

One black bear
Sitting by the slough;
Up walks another one
And that makes two.

Two black bears
Happy as can be;
Up walks another one
And then there are three.

Three black bears
Eating more and more;
Up walks another one
And then there are four.

Four black bears
Very much alive;
Up walks another one
And then there are five.

Five black bears
Doing what bears do;
Playing in the sunlight
Sitting by the slough.

MR. BEAR

(Source Unknown)

Mr. Bear what do you eat?
Grubs and berries very sweet.

Mr. Bear when do you play?
In the summer, every day.

Mr. Bear when do you sleep?
When the winter snows are deep.

Do you sleep the winter through?
Yes, my little friend, I do.

Snore...

SIX BLACK BEARS

Based on the original "Six Little Ducks"
Adapted by W. Stephensen

Six black bears that I once knew,
Fat ones, skinny ones, tall ones too.
But the one black bear with the white on his front -
He led the others with his grunt, grunt, grunt!
Grunt, grunt, grunt! Grunt, grunt, grunt!
He led the others with his grunt, grunt, grunt!

Down to the berry patch they would go,
Rimble, ramble, rimble, ramble to and fro.
But the one black bear with the white on his front -
He led the others with his grunt, grunt, grunt!
Grunt, grunt, grunt! Grunt, grunt, grunt!
He led the others with his grunt, grunt, grunt!

Home from the berry patch they would come,
Rimble, ramble, rimble, ramble yum, yum, yum!
But the one black bear with the white on this front -
He led the others with his grunt, grunt, grunt.
Grunt, grunt, grunt! Grunt, grunt, grunt!
He led the others with his grunt, grunt, grunt!

MADGY NO MORE

(Traditional)

Madgy met a bear
The bear met Madgy
The bear grew bulgy
The bulge was Madgy

GRIZZLY
By David Booth
from Teacher Anthology 2
Impressions
Holt, Rinehart and Winston of Canada, Ltd., 1984

Grizzly Bear,
Where have you been?
Over the mountains -
Such things I've seen!

Grizzly Bear,
What have you done?
Eaten blueberries
Made ripe by the sun.

Grizzly Bear,
What have you found?
Ice-cold spring water
Deep from the ground.

Grizzly Bear,
What do you dream?
Sweet tasting salmon
Swimming upstream.

Grizzly Bear,
Where do you creep?
Into my dark cave
Alone, let me sleep!

BEAR WEATHER

By Lillie D. Chaffin
Poetry Place Anthology
Instructor Books, 1983

Streams froze solid; ground did, too.
Bare trees shook in the wind that blew.
Snowflakes danced and fluttered and fell.
Folks all said, "A long cold spell."
But the big brown bear
And the small brown bear
Just didn't care.
They didn't care at all, at all;
They didn't care at all.

Windows were shuttered; fires grew brighter.
Folks all shivered, wrapped clothes tighter.
Barometer dropped; temperature fell.
Folks all said, "A long cold spell."
But the big brown bear
And the small brown bear
Just didn't care.
They didn't care at all, at all;
They didn't care at all.

Snug and warm in their deep, dark den,
Cuddled up close with cheek to chin,
They never knew the weather out there,
And they didn't care.
The big brown bear
And the small brown bear
Just didn't care.
They didn't care at all, at all;
They didn't care at all.

DOES ANYONE LIVE HERE?
(with minor changes)
from Hopscotch
Expressways Reading Series
Gage Publishing Ltd., 1977

Little Bear had no house.
She said, "I want a house. I have to find a house."

Little Bear saw a log.
She said, "Does anyone live here?"
A little mouse said, "I do."

Little Bear saw a hole in a tree.
She said, "Does anyone live here?"
A brown squirrel said, "I do."

Little Bear saw a nest in a tree.
She said, "Does anyone live here?"
A black raven said, "I do."

Little Bear saw a cave.
She said, "Does anyone live here?"
"Does anyone live here?"

Little Bear said, "I like this house. I'll live here."
And she curled up and went to sleep.

IF YOU EVER!
By Mary Austin
(Source unknown)

If you ever, ever, ever meet a grizzly bear
You must never, never, never ask him where
He is going.
Or what he is doing,
For if you ever, ever dare
To stop a grizzly bear
You will never meet another grizzly bear.

HELP! HELP!
By J. Stephenson

Help! Help! Police!
A bear fell in the grease!
I laughed so hard
I fell in the lard.
Help! Help! Police!

BEAR! BEAR!

Based on the original "Fire! Fire!" said Mrs. McGuire
By Bill Martin, Jr.
Holt, Rinehart and Winston, 1970
Adapted by M. Gilmour, C. Lane, C. McGregor

"Bear! Bear!" said Mrs. Mayer.
"Where is it?" said Mr. Bissit.
"Across the river," said Mrs. Fliver.
"Jump in my boat," said Mr. Groat.
"Start the kicker," said Mr. Ricker.

"Away we go," said Mr. Moe.
"Don't hit those rocks," said Mr. Stocks.
"Jump ashore," said Mr. Roar.
"Where's the gun," said Mr. Dunn.
"Oh dear," said Mr. Lear.
"We forgot," said Mr. Dot.
"There goes the bear," said Mr. Fair.
"No stew today," said Mr. Gray
as they got in the boat and drifted away.

IN THE VALLEY

p. 9 McCracken's Animals
Adapted by M. Gilmour

In the valley there is a forest.
In the forest there is a hill.
In the hill there is a cave.
In the cave there is a den.
In the den there is a mother bear and her cubs.

FURRY BEAR

(Source Unknown)
(A.A. Milne, with minor changes)

If I were a bear
And a big bear too,
I shouldn't much care
If it froze or it snew
I shouldn't much mind
If it snowed or it friz
I'd be all fur lined
With a coat like his.

For I'd have fur boots and a black fur wrap,
And black fur knickers and a big fur cap,
I'd have a fur muffle-ruff to cover my jaws,
And black fur mittens on my big black paws,
With a black furry-down up to my head,
I'd be as warm as if I were in bed.

SEE THE BLACK BEAR

(sing to the tune of Frere Jacques)
By W. Stephensen, M. Gilmour

See the black bear, see the black bear,
In the river, in the river.
He is swimming quickly, he is swimming quickly.
Splish, splash, splish. Splish, splash, splish.

See the black bear, see the black bear,
In the bush, in the bush.
He is sniffing something, he is sniffing something.
Sniff, sniff, sniff. Sniff, sniff, sniff.

See the black bear, see the black bear,
On the hill, on the hill.
He is eating berries, he is eating berries.
Smack, smack, smack. Smack, smack, smack.

See the black bear, see the black bear,
At the dump, at the dump.
He is gobbling garbage, he is gobbling garbage.
Yuck, yuck, yuck. Yuck, yuck, yuck.

See the black bear, see the black bear,
In the den, in the den.
He is snoring soundly, he is snoring soundly.
Snore, snore, snore. Snore, snore, snore.

WILD BEASTS

By Evaleen Stein
(Source unknown)

I will be a lion
And you shall be a bear,
And each of us will have a den
Beneath a nursery chair;
And you must growl and growl and growl,
And I will roar and roar,
And then - why, then - you'll growl again,
And I will roar some more!

A BIG BARE BEAR

from: Don't Eat Spiders
Robert Heidbreder
Oxford University Press, 1985

A big bare bear
bought a bear balloon,
For a big bear trip
to the bare, bare moon.
A hairy bear
saw the bare bear fly
On his big bear trip
in the bare, bare sky.
The hairy bear
took a jet up high
To catch the bear
in the big bare sky.
The hairy bear
flew his jet right by
The bear balloon
in the big bare sky.
He popped the balloon
with his hairy thumb,
And the bare bear fell
on his big bum bum.

THE BEAR SONG

(Source Unknown)

The other day
I met a bear
Out in the woods
A way out there.

I looked at him
He looked at me
And then I moved
Close to a tree.

He said to me
Why don't you run?
I see that you
Don't have a gun.

I said to him
That's a good idea
And then I turned
And ran right here.

The bear just looked
He did not stay
He turned around
And walked away.

THIS LITTLE BEAR
(Source Unknown)

This little bear went to (Your Community)
This little bear stayed home.
This little bear ate berries
This little bear had none.
This little bear cried, "Grunt, grunt, grunt!"
All the way home.

Other Poems, Songs, Stories to Adapt

1. Alligator Pie - Dennis Lee

2. The Bear Song and Four Fur Feet
   from: Sounds of a Pow-Wow
   Bill Martin, Jr.

3. Brown Bear, Brown Bear, What Do You See? - Bill Martin, Jr.

4. What is Big? from: Sounds of Numbers - Bill Martin, Jr.

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